

**International Relations and Diplomacy:**

**Exploring U.S. - China Relations**

J. Austin White Cultural Center

Eudora, AR

Summer 2016

Naima Green

PhD Candidate

Harvard University, Department of Government

**Course Overview:**

This is a practical course rooted in international relations theory. It will put students, as realistically as possible, into the shoes of U.S. diplomats being dispatched to various cities in China. During the course, the students will learn the nuts and bolts of diplomacy, about contemporary issues in U.S.-China relations, and about how this type of diplomacy fits into the theoretical basis of international relations theories like realism and liberal institutionalism.

During the course, the students will use a mixture of academic, policy, and opinion pieces—an exercise meant to link theoretical study to contemporary global politics. International relations is a useful field of study because its scholars describe events happening in the world around us, and in the best case scenario, determine ways to minimize conflict and maximize joint gain between states. Moreover, China is a country of increasing significance on the world stage. How China behaves in the international system affects every single American citizen. Hence, an awareness of the developments shaping the U.S.-China relationship will be beneficial to any students enrolled in this class.

This course will demand that students not only read the materials, but also engage with them. A number of presentations and a personal opinion paper will require that students consider the same dilemmas that U.S. policymakers face every day. Moreover, a final presentation session and live-action scenario activity will make students think on their feet and apply all of the knowledge gained throughout the course of the class.

**How will this course transform students’ understanding, experience, or lives?**

Many high school students in the U.S. graduate without an in-depth understanding of any country around the world except for their own. Studying international relations, and particularly, an in-depth study of one specific nation, can expand a student’s horizons tremendously. This course is intended to plant a seed of curiosity in the students that take it. I hope that some will go on to study abroad, to see the world, and to gain a better understanding of their place in it.

**How will students demonstrate learning? Describe the qualitative outcomes of this course (i.e. project, essay, report, presentation, etc.). How does this end-of-course product relate to the course’s transformative goals?**

The final project for this course is two-pronged. It includes a final presentation to the U.S. Ambassador to China by four area-specialized diplomat groups (political officers, economic officers, military attaches, and cultural exchange officers). It also includes a live-action scenario session in which students will have to react in real time to a series of developing events. The course is important because it will focus not only on the students’ writing skills, but also their ability to work in teams and to deliver effective presentations.

**Course Readings:**

***Books:***

Dorman, Shawn. "Inside a US Embassy." (2011).

Joseph, William A., ed. Politics in China: an introduction. Oxford University Press, USA, 2014.

Ross, Dennis. Statecraft: And how to restore America's standing in the world. Macmillan, 2007.

***Academic Articles (all attached to original email):***

Beckley, Michael. "China's century? Why America's edge will endure." (2011).

Goswami, Namrata. "Power shifts in East Asia: balance of power vs. liberal institutionalism." Perceptions 18.1 (2013): 3.

Harris, Donald P. "The Honeymoon Is Over: The US-China WTO Intellectual Property Complaint”(2008)." Fordham Int'l LJ 32: 96-97.

Katz, Bernard, et al. "The values of Chinese students: At home and abroad." International Journal of Psychology 28.6 (1993): 761-773.

Ott, Marvin C. "Deep danger: competing claims in the South China Sea." Current History 110.737 (2011): 236.

***Policy Pieces:***

Cohen et al. "Human Rights and the Rule of Law in China." HEARING BEFORE THE CONGRESSIONAL-EXECUTIVE COMMISSION ON CHINA. October 7, 2009 (attached to original email)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 1**  Practice ACT + Syllabus + Course Intro  **Daily Learning Goal**: Introduction to the course and to the professor  **Texts:** *Inside a U.S. Embassy* (choose 4 stories to read) | **Day 2**  **Warm-Up:**  ACT Math Practice  **Texts:** Ross: *Statecraft*, Chapter 9 (pp. 187-197, Rules #1-3)  **Daily Focus Question:** What is the purpose of a U.S. Embassy? What do diplomats do at work? | **Day 3**  **Warm-Up:**  ACT Math Practice  **Texts:** Ross: *Statecraft*, Chapter 9 (pp. 197-207, Rules #4-8)  **Daily Focus Question:** What are the basics of negotiation? First of a three-part series. | **Day 4**  **Warm-Up:**  ACT Math Practice  **Texts:** Ross: *Statecraft*, Chapter 9 (pp. 207-215, Rules #9-12)  **Daily Focus Question:** What are the basics of negotiation? Second of a three-part series. | **Day 5**  **Warm-Up:**  ACT Math Practice  **Texts:** China's Century: Why America's Edge Will Endure pp.46-55  **Daily Focus Question:** What are the basics of negotiation? Third of a two-part series. |
| **Project/Extension Activity:** PowerPoint about professor and course  *Discussion:* Getting to know the professor: What was my experience like at college and then later as a professional diplomat? | **Project/Extension Activity:** Video - What is the Foreign Service? <https://www.youtube.com/watch?v=yTIRgZz7-ig>  In groups: What do political/economic/military attaches/cultural exchange specialists do? | **Project/Extension Activity:** Chinese 101: “Hello Teacher, Hello Students / 大家好， 老师好”  Review negotiation Rules 1-3  “Two Dollar Game” as found on MIT website— understanding negotiations | **Project/Extension Activity:** Group work - divide up class in to groups. Each group should read one of the 5 Rule sections and write notes  Come up with a skit demonstrating your assigned rule as a group. | **Project/Extension Activity:** Review the final four negotiation rules.  Lecture - give a short lecture on the Israel/Palestine conflict. Define terms and persons from *Statecraft*.  Individual Work - give each student one rule, have them fill out a worksheet about how their rule relates to the Israel/Palestine conflict |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 6**  **Warm-Up:**  ACT Math Practice  **Texts:** Joseph: *Politics in China: An Introduction*, Chapter 1, pp. 3-9, 11  **Daily Focus Question:** Define and explain the terms: hegemony, unipolarity, multipolarity. Is America a global hegemon? Why or why not? Will China become one? | **Day 7**  **Warm-Up:** ACT Math Practice  **Texts:** Joseph: *Politics in China: An Introduction*, Chapter 1, pp. 9-13  **Daily Focus Question:** Why does global polarity matter? What are the stakes for America of losing its status? | **Day 8**  **Warm-Up:**  ACT Math Practice  **Texts:** News articles about China's involvement in sweatshop labor abuses, IPR infractions, free trade with the U.S., and Senkaku dispute.  **Daily Focus Question:** Understand how a certain topic relates to what kind of Embassy/Consulate officer you are. | **Day 9**  **Warm-Up:**  ACT Math Practice  **Texts:** (none)  **Daily Focus Question:** Explain the U.S. position on your topic. | **Day 10**  **Warm-Up:**  ACT Math Practice  **Texts:** (none)  **Daily Focus Question:** Learn the basics of writing an introduction and a conclusion paragraph. Finish opinion essays. |
| **Project/Extension Activity:** Close reading of the Hegemony text in class  Individual work: assign each student one paragraph between pages 46 and 55.  Hand out worksheets with definitions of hard words in each paragraph and guiding questions to students.  Then, have students re-write paragraph in own words and turn in. | **Project/Extension Activity:** Figures exercise - Hegemony reading using Table 1.1:  1. Which country in the world has the largest total GDP?;  2. What is China’s per capita GDP, and what does that number mean?;  3. In which areas is China leading other powerful countries, according to the table?;  4. What is the average life expectancy at birth for all Upper-Middle Income countries in the table for males? For females? | **Project/Extension Activity:** Assign students their Embassy/Consulate assignment and their job function.  Give opinion paper assignment.  Give each type of officer a news article about a relevant topic to read and write a paragraph about. (Political - Sweatshops, Economic - IPR, Public Affairs - Free Trade, Military - Senkakus  ***Output: Turn in 1st paragraph at end of class, 2nd for HW tomorrow*** | **Project/Extension Activity:** Turn in paragraph about China’s role in the issue  Hand out press statement/official remarks revealing U.S. position on topic  Have students write a third paragraph about the U.S. position  ***Output: Finish 3rd paragraph in class, 4th paragraph for HW tomorrow*** | **Project/Extension Activity:** Ensure each student has 4 paragraphs at beginning of class.  Hand out worksheets about how to write an introduction and a conclusion.  Write intros and conclusions in class.  ***Last day to work on Paper #1. Due by the end of class. It should be 5-6 paragraphs long.*** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 11**  **Warm-Up:**  ACT Math Practice  **Texts:** "Human Rights and the Rule of Law in China” - sections on women, the environment and prisons  **Daily Focus Question:** Learn how to introduce yourself in Chinese, and how Chinese names are structured | **Day 12**  **Warm-Up:**  ACT Math Practice  **Texts:** THE HONEYMOON IS OVER pp. 96-105.  **Daily Focus Question:** What are the major human rights challenges facing citizens of China? Relating to gender? Imprisonment? Environmental issues? | **Day 13**  **Warm-Up:**  ACT Math Practice  **Texts:** Prepare for Made in China Show and Tell tomorrow. Read “Deep Danger: Competing Claims in the South China Sea” with notes in margins.  **Daily Focus Question:** Why did the U.S. make a complaint against China in the WTO? What are the ethical/legal issues surrounding IPR? | **Day 14**  **Warm-Up:**  ACT Math Practice  **Texts:** “Procedure and Results” on pgs 764-769 in “The Values of Chinese Students: At Home and Abroad.”  **Daily Focus Question:** Describe China’s recent actions in the South China Sea. | **Day 15**  **Warm-Up:**  ACT Math Practice  **Texts:** none  **Daily Focus Question:** Why is study abroad an important part of U.S. foreign policy? |
| **Project/Extension Activity:**  Lecture (call-and-response): “Hello, my name is \_\_\_\_\_\_\_. / 你好， 我叫\_\_\_\_\_\_\_.”  Make sure that students have chosen a last name based on sound/first letter of their last name, and a first name (1-2 characters) with a meaning they like. | **Project/Extension Activity:**  Give definitions of what a diplomatic “carrot” and “stick” is.  Re-read paragraphs about human rights in China.  In groups: discuss carrots and sticks that could be used to address these HR issues. | **Project/Extension Activity:**  Figures exercises using Figure 1 on page 59 of “China’s Century”; Figures exercises comparing Table 1.1 and Figure 1.  Discussion about the WTO complaint against China. Brainstorm econ carrots and sticks to handle WTO case in groups | **Project/Extension Activity:**  *“Made in China” Show and Tell:*bring one item to class that was made in China.  Use chromebooks in class to research a little about that industry (clothes, shoes, paper, plastic, electronics) in China and tell the class about it.  Military carrots and sticks - apply to SCS dispute  Introduce final project | **Project/Extension Activity:**  Public Affairs Carrots and Sticks  Provide class with two scenarios, one that requires a Public Affairs carrot and one that requires a stick - discuss in class  Video about final scenario: <https://www.youtube.com/watch?v=5daA86dMxrQ>  Use chrome books to come up with an issue to give final presentation on - find an article about it. By end of class, send article to professor |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 16**  **Warm-Up:**  ACT Math Practice  **Daily Focus Question:** Develop presentation topic for final expo night | **Day 17**  **Warm-Up:**  ACT Math Practice  **Daily Focus Question:** Develop presentation topic for final expo night | **Day 18**  **Warm-Up:**  ACT Math Practice  **Daily Focus Question:** Develop presentation topic for final expo night | **Day 19**  **Post-test ACT** | **Day 20**  **College Prep Workshop** |
| **Project/Extension Activity:** Individual work - use chromebooks and chosen articles to answer questions 1-3 in final project instructions  If finished, create a PowerPoint slide for presentation on Google docs  ***Output: Presentation script and (if fast) PowerPoint slide for final project.*** | **Project/Extension Activity:** Individual work - Finish presentation script and PowerPoint slide.  Write notes for presentations on index cards.  ***Output: By the end of today, each student should have a presentation script, PowerPoint slide, and index card with notes.*** | **Project/Extension Activity:**  Voice/Drama exercises to warm up  Practice presentations  Practice Scenario Session in functional groups  ***Output: The goal today is to practice what it will be like to give presentations /have a scenario session.***  **FINAL EXPO - 6 PM** |

**Issue in US-China Relations Essay Assignment**

***Six paragraphs:***

* Introduction
* What is the issue? Why is it important?
* How does the issue relate to China?
* What is the U.S. perspective?
* What is your opinion?
* Conclusion

***Graded on:***

* Organization
* Writing skills: grammar and vocabulary
* Understanding of the ideas

***MOST IMPORTANT – USE YOUR OWN WORDS!***

**Final Project**

At the outset of the class, students will be split up into Embassy/consulate groups, and each group member will be assigned a specialty office. To give assignment day a realistic flair, students can be assigned their specialty areas and cities on “Flag Day” emulating the real Flag Day for Foreign Service Officers. Please see this blog for details: <http://fsospouse.blogspot.com/2010/01/efm-explaining-flag-day-meticulously.html>

Throughout the class, students will split up into groups according to city or specialization to discuss topics of the day.

Here is an example of the assignments for a class of 12:

1. Beijing Embassy - political officer
2. Beijing Embassy - economic officer
3. Beijing Embassy - military attaché
4. Beijing Embassy - cultural affairs officer
5. Shanghai Consulate General - political officer
6. Shanghai Consulate General - economic officer
7. Shanghai Consulate General - military attaché
8. Shanghai Consulate General - cultural affairs officer
9. Guangzhou Consulate General - political officer
10. Guangzhou Consulate General - economic officer
11. Guangzhou Consulate General - military attaché
12. Guangzhou Consulate General - cultural affairs officer

***Part I - Meeting with the Ambassador***

For the final assignment, students will first be asked to give a presentation to the U.S. Ambassador of the priorities for each functional group (political, economic, military, and cultural affairs), including viewpoints from the cities represented by each officer.

Here is the prompt:

“The U.S. Ambassador to China (your boss) has called an “all-hands” meeting at the Embassy to discuss the best strategies moving forward for U.S. engagement with China. You have been assigned to one of the following: Mission China political team, Mission China economic team, Mission China military team, Mission China public affairs team. On Wednesday, June 29, each city group (Beijing, Shanghai, Guangzhou) should give a 7-10 minute presentation addressing the following questions:

1. What is the most pressing political/economic/military/public affairs issue affecting U.S.-China relations in your city? Why is it important and what does the U.S. government want?
2. How can the U.S. government negotiate with the Chinese government on this issue? Who should we negotiate with? What 2 rules of negotiation should we remember, and how do those rules apply to this issue?
3. What diplomatic “carrot” and what diplomatic “stick’ can we use to encourage the Chinese government to cooperate?

Potential topics:

**Political Officers:** Sweatshops, One Child Policy, Environmental Pollution, Political Prisoners

**Economic Officers:** Intellectual Property Rights and Counterfeit Goods, Free Trade with China, Working with China through the WTO

**Military Attaches:** The East China Sea Senkaku Island dispute, the South China Sea Islands Dispute, Military Relations between the U.S. and China

**Public Affairs Officers:** Free Trade with China, Freedom of Speech in China, Learning about Democracy in China, Chinese students studying abroad in the U.S.

Please note that *everyone* should be presenting during this presentation! Make sure to divide the work equally.

***Part II - Live Action Scenarios***

Students will now split into functional teams (political, economic, military, public affairs) to handle a political crisis between the U.S. and China. A number of recent events have come to the attention of the White House, and the President wants advice on what to do.

Students will be assessed for both parts of the final project on:

1. Oral Presentation Skills
2. Use of the Negotiations content
3. Use of the China background content
4. Use of the Carrots and Sticks background content
5. Logical argument and organization
6. Informativeness of PowerPoint presentation

**Practice Scenario**

We have a crisis on our hands. Just today, a plane belonging to the United States Navy crashed in mid-air with a Chinese fighter jet. It caused the death of a Chinese pilot, Lt. Cdr. Wang, and the American plane was forced to make an emergency landing in China. The Chinese are holding hostage a group of three Americans, who were inside of the Navy plane.

**Political Officers:**

The American Ambassador just met with the Chinese Navy commander, Shi Yunsheng. Commander Shi blamed the United States Navy for the crash. He said that this incident was all America’s fault, and demanded an apology from the Ambassador.

The Ambassador was very offended. The Ambassador feels that it was Lt. Cdr. Wang, the Chinese pilot, who was at fault. This was not the first time Lt. Cdr. Wang had flown into the way of the U.S. military. He was known for teasing American planes. During one such incident, he was shown approaching so close that his e-mail address could be read from a sign that he was holding up.

Pick one carrot or stick to use to respond to Commander Shi, who has blamed the U.S. for something that you believe the Chinese pilot did. What would you say to Commander Shi?

**Economic Officers:**

The Chinese government is so angry at the United States that it has decided to boycott some American products. In particular, the Chinese government has announced that it will stop buying airplanes from American companies for the foreseeable future.

Should you use a carrot or a stick to respond to this announcement? Which carrot or stick? Why would that be a good response?

**Public Affairs:**

The Chinese government has it’s own newspaper. In the newspaper, which is controlled by the government, there is an article today that says, “The United States Killed A Chinese Pilot on Purpose Because They Hate China.” The Chinese government wrote the article to convince Chinese people that the United States is their enemy.

However, the American Ambassador is sure that the Chinese pilot was to blame for the accident. As mentioned above, this was not the first time Lt. Cdr. Wang had flown into the way of the U.S. military. He was known for teasing American planes. During one such incident, he was shown approaching so close that his e-mail address could be read from a sign that he was holding up.

What carrot OR stick (choose one) can you use to respond to the newspaper article? What, specifically, would you say?

**Military Attaches:**

As mentioned above, the Chinese are holding hostage a group of three Americans, who were inside of the U.S. Navy plane. Commander Shi, the head of the Chinese Navy, says that he will not release the Americans until the United States government apologizes for the plane crash.

Should the U.S. government use a carrot or a stick to get the hostages back? Which carrot or stick? (Choose one.) Why would that be helpful?

**Real Final Scenario**

Right now, the U.S. government is closing negotiations with the governments of 11 other countries on a very large free trade deal called the Trans-Pacific Partnership or the TPP.

The TPP is good for the United States because it will “help increase Made-in-America exports, grow the American economy, support well-paying American jobs, and strengthen the American middle class.” (<https://ustr.gov/tpp/>)

Most of the countries involved in the TPP are in Asia. They are: the U.S., Japan, Malaysia, Vietnam, Singapore, Brunei, Australia, New Zealand, Canada, Mexico, Chile and Peru. China is NOT included in the TPP.

The Chinese government is trying to decide if it should join the TPP.

**Political Officers:**

One of the reasons that the Chinese government is worried about joining the TPP is that it would allow the United States to make the Chinese government create new laws. These laws would enforce minimum pay for workers and maximum hours of work, make child labor illegal, and require that workers have a safe and healthy working environment. If any country wants to join the TPP, they must create these types of laws.

China says that its companies already meet those requirements, and that there is no problem here.

Let’s say that China tries to join the TPP, but the Chinese government says they don’t need to change their laws any further because the laws are already good enough.

What would you, as American diplomats, say in response? If China wants to join the TPP, does China need to change any laws? Why? What laws do they need to change? Should you use a carrot or a stick to convince China to do this, and which carrot or stick should you use?

**Economic Officers:**

Any country that wants to join the TPP must agree that they will follow the rules in the World Trade Organization Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS). These rules include: respecting trademarks, including geographical indications on products, and regulating copyright-related rights and patents.

First of all— what does the article we read in class say about China and its participation in TRIPS?

If China says they want to join the TPP, what should the U.S. government ask China to do first? Why— what’s the problem? Should you use a carrot or a stick to convince China to do this, and which carrot or stick should you use?

**Public Affairs Officers:**

The Chinese government is angry that the United States is making a free trade deal without them. A newspaper that controlled by the Chinese government recently wrote a story trying to make America look bad to the Chinese people. The newspaper story had this headline: ‘U.S., Japan and 10 Other Nations Create Massive Economic Bloc to Rival China.’

In other words, the newspaper says that the entire reason that the United States created the TPP was to harm China’s economy and become more powerful than China.

As Public Affairs Officers, you want to reach out to the Chinese people and let them know the truth, according to the U.S. government.

What is the truth, according to the U.S. government? (Does the U.S. want free trade with China? Why is free trade a good thing?)

What can you do, as Public Affairs Officers, to inform Chinese people of the U.S. government’s position?

**Military Attaches:**

One of the major partners of the United States in the TPP is Japan. The Japanese government heard that China was trying to join in on this deal. Japan is worried that China will try to change the deal. Japan is also worried that China will try to damage the relationship between the U.S. and Japan.

To show it’s strength, the Japanese military just sent 5 naval ships to the Senkaku Islands— a set of islands in the East China Sea that they have been competing over with China. In response, the Chinese military captured 20 Japanese naval officers, and is not releasing them from a Chinese ship next to the Senkaku Islands.

Which country would the United States side with in this dispute? What does the U.S. government want the Chinese military to do? Should you use a carrot or a stick to convince China to do this, and which carrot or stick should you use?

**Other Assignments:**

There may also be given smaller assessments based on the following assignments:

* “two-dollar game” negotiation using Dennis Ross’ 12 basic skills
* essay on a major issue facing China today
* “Made in China” Show and Tell
* Practice simulation