



## **MADLB 0494 – Chinese Foreign Policy**

**Elective- Spring 2025.**

### Course Information

Course Duration: 15 weeks

Credit Hours: 3 hours

Meetings: By Appointment

Location: JSIA

Prerequisites: none

Equivalent Courses: none

Exclusive Courses: none

**Instructor: Prof. (Dr.) Sriparna Pathak**  
**Biography:**

Dr. Sriparna Pathak is an Associate Professor and the founding Director of the Centre for Northeast Asian Studies in the Jindal School of International Affairs (JSIA) of O.P. Jindal Global University, (JGU) Haryana, India. She is also the Associate Dean for Admissions at JSIA, JGU. She teaches courses on Foreign Policy of China as well as Theories of International Relations. She has recently published a book titled 'Drifts and Dynamics: Russia's Ukraine War and Northeast Asia. Her previous work experience covers Universities like Gauhati University, Don Bosco University; the Ministry of External Affairs, where she worked as a Consultant for the Policy Planning and Research Division, working on China's domestic and foreign policies; think tanks like Observer Research Foundation in New Delhi and Kolkata respectively, South Asia Democratic Forum in Brussels where she is a Research Fellow and the Centre for Armed Forces Historical Research in New Delhi where she worked as a researcher. She is also associated with the digital task force and is the India representative at Doublethink Lab of Taiwan.

Awarded a Doctorate degree from the Centre for East Asian Studies, Jawaharlal Nehru University (JNU) in 2015, Dr. Pathak is fluent in English, Hindi, Mandarin and other Indian languages like Hindi, Bengali and Assamese. She has been a recipient of the joint fellowship awarded by the Ministry of Human Resources Development, India and the China Scholarship Council, Government of the People's Republic of China, and she spent two years in China, actively researching various aspects of China's domestic economy. Her areas of interest are China's domestic economy, trade and economic relations between India and China and China's foreign policy and economic linkages with the world. She is currently working on a project on China's influence operations in India. She has been a resource person for various media organisations, colleges, Universities and think tanks within India and abroad. She can be reached at [spathak@jgu.edu.in](mailto:spathak@jgu.edu.in) or @Sriparnapathak on Twitter.

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**Part-I**

Course Title: Chinese Foreign Policy

Course Duration: One Semester Course

Type: Elective

Credits: 4

Level: M.A., B.A. and PhD

Medium of instruction: English

Pre-requisites: NonePre-cursors:

None Equivalent Courses: None

## **Part-II**

**Course Description:** From being the ‘sick man of Asia’ to heralding the Asian century in international relations, China has come a long way. Its foreign and economic policies, carefully crafted and institutionalised have played most important roles in China’s rise at the global platform. This course seeks to undertake an analytic study of motivations, objectives, means, manifestations and consequences of Chinese foreign policy. The course will also revolve around a discussion of Chinese foreign policy-making apparatus, procedures and styles. Through the course, students will be able to better understand China’s role in the contemporary world and outstanding foreign policy problems facing China.

### **Course Aims:**

- Introduce the fundamental ideas and influences behind Chinese foreign policy making.
- Articulate as clearly as possible the assumptions and presuppositions behind some of the most important foreign policy decisions made by China in the 21<sup>st</sup> century.
- Study Chinese foreign policy with respect to some of its most important counterparts in international politics.

### **Course Requirements:**

This is primarily a reading and discussion course. Students are expected to come to class fully prepared and to have thoroughly completed the assigned readings and to actively participate in class discussions. Regular attendance goes without saying. Required readings will be discussed in class. Mugging up is not encouraged, instead understanding and application as per one’s own comprehension would be laudable. Students are also expected to be abreast of important international developments, particularly with respect to issues related to Chinese foreign policy.

**Course Intended Learning Outcomes:**

Teaching and Learning Activities	Assessment Tasks/Activities	How?
<p>➤ Express the <b>basic tenets</b> of Chinese foreign policy</p>	<p><i>Lecture, class participation, class presentations and involvement.</i></p> <ul style="list-style-type: none"> <li>Students will get introduced to the historical and contemporary influences on Chinese foreign policy. Through class participation, students will get familiar to and understand the subject matter. Simulations, case studies, discussions and presentations will bring in thorough grounding of the subject matter.</li> </ul>	<p>Internal assessments</p> <p>One time end semester written exam</p> <p>Assignments</p> <p>Discussion in class.</p>
<p>➤ Understand the <b>principles</b> behind Chinese foreign policy making and understand how they have shaped up in relation to great powers of the system.</p>	<p><i>Lecture, class participation and involvement, distribution of topic wise problem sets, tutorials</i></p> <p>Students will get introduced to the methods through which Chinese foreign policy analysis can be undertaken. Book reviews and white papers' analysis will bring in thorough grounding of the subject matter.</p>	<p>End Semester Written Exam</p> <p>Short assignment and/or presentation in class.</p>

➤ Analytically understand the contemporary critical international political issues in which Chinese foreign policy operates.	<i>Lecture, class participation and involvement, tutorials</i> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Students analyse historical cases</li> </ul>	Short assignment submission.
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### **Grading of Students' Achievement**

- 30 marks: End term exam
- 30 marks: Book review tentatively at the end of the ninth week.
- 30 marks: In class quiz tentatively at the end of the eleventh week.
- 10 marks: Class Participation

Please note the grades and their values below on the next page

**COURSE LETTER GRADES AND THEIR INTERPRETATION**

Letter Grade	Percentage of Marks	Grade Points	
O	80 and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 – 79	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 – 74	7	<b>Very Good:</b> Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 – 64	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 – 59	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 – 54	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 – 49	2	<b>Pass 1:</b> Pass with Basic understanding of the subject matter .
P2	40 – 44	1	<b>Pass 2:</b> Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

## Plagiarism

Any idea, sentence or paragraph you cull from a web source **must be credited** with the original source. If you paraphrase or directly quote from a web source in the exam, presentation or essays, the source must be explicitly mentioned. You *SHOULD NOT* plagiarise content, be it from scholarly sources (i.e. books and journal articles) or from the Internet. The university has strict rules with consequences for students involved in plagiarism. **This is an issue of academic integrity on which no compromise will be made**, especially as students have already been trained in the perils of lifting sentences or paragraphs from others and claiming authorship of them.

### JSIA Anti Plagiarism Policy

Plagiarism is a serious breach of the most fundamental principles of academic ethics. Plagiarism does not simply consist of copy pasting. The use of synonym substitution, or closely paraphrasing another person's work without properly attributing it, constitutes plagiarism and will be dealt with accordingly. Please note the following with regards to the JSIA plagiarism policy, effective from Spring 2021 onwards:

#### Repeat offences

1. The Academic Office, as well as the Executive Office headed by Ms. Swarnima Singh, will maintain a record of plagiarism cases. Normal penalties (zero marks for any assignment with plagiarism in excess of 30%, marks cut for plagiarism below 30%) will apply for a first offence only. The penalty structure of the School will be applicable in cases of plagiarism
2. More than one instance of plagiarism above 30%, or repeated instances of plagiarism not exceeding 30%, will result in the parents/guardians being informed. Additional penalties may include referring to the JSIA Disciplinary Committee or the University Disciplinary Committee as may be deemed fit.

#### Self-plagiarism and double submissions

Students may not submit the same material for two classes without prior permission from all faculty involved. Submitting the same assignment for two classes is not permissible under any circumstances. Where faculty permit some partial overlap between assignments (for example, allowing a portion of a term paper to be revised for a thesis), assignment parameters should be increased to ensure fairness to other students, and agreements should be communicated via email to ensure a paper trail exists in case any problems arise.

#### Communication with faculty in case you have been found plagiarising

Students may not ask faculty for Turnitin or any other Plagiarism Checker reports. Students may not use their own Turnitin reports, or reports generated by other software that detects similarity, to attempt to negotiate with faculty over plagiarism thresholds.

Students may not ask faculty for an additional chance to redo finals, etc., if they have failed due to over 30% plagiarism. If you have reason to believe that the plagiarism determination was inaccurate, you must follow up with the Examinations Office and adhere to the issued guidelines.

**Cheating or copying by classmates** If the faculty member discovers a case of two students submitting identical work, both students will get a zero.



The responsibility to investigate who copied from whom is not the faculty's or the Academic Office's. Students are to ensure that they do not share their work and get it copied from.

### **Use of Spinbot and similar tools**

Faculty may, at their discretion, penalise or fully disallow an assignment if they have reason to believe that a synonym substitution tool has been used to evade plagiarism detection. In cases where students disagree with the faculty's determination that a synonym substitution tool has been used, they may take it up with the faculty first and then with the Academic Engagement Committee.

### **Viva follow-up in case of suspected plagiarism**

Faculty may, at their discretion, ask students to conduct a viva if they suspect plagiarism has occurred, to discuss the assignment material, arguments, drafting process, or any other questions that faculty see fit to use to assess whether plagiarism has occurred. For final exams where the student has a F due to plagiarism, s/he should apply for a revaluation or take a resit.

### **Retroactive plagiarism**

If an assignment is given marks but subsequently found to have been plagiarised, marks for that assignment will be penalised or revoked, in line with existing policies.

### **Resources**

Students are strongly encouraged to set up an appointment with the CWS in case you have any doubts about how to avoid plagiarism.

Please refer to the following link for an example: <https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>

## **Part-III**

This is an optional paper and students are supposed to read up on various facets of Chinese foreign policy from various books and journals. There are no core books that can cover Chinese foreign policy in entirety. Therefore, voracious reading will be highly encouraged.

**Key words:** Asian century, belt and road initiative, boundary disputes, South China Sea, economy, trade, US, Soviet Union, Russia, Southeast Asia, Bandung Conference, Asia, India, win-win, all weather friendship, Pakistan.

### **Readings:**

The major readings outside of lectures and handouts would be from the following books:

1. Robert G. Sutter, *Chinese Foreign Relations: Power and Policy Since the End of the Cold War*, 2016, Rowman & Littlefield Publishers.
2. Marc Lanteigne, *Chinese Foreign Policy: An Introduction*, 2019, Routledge
3. Susan L. Shirk, *China: The Fragile Superpower: How China's Internal Politics Could Derail Its Peaceful Rise*, 2007, Oxford University Press.
4. David Shambaugh, *China's Future*, 2016, Polity Press.

**Further Readings are mentioned in Part V in details on week-wise lecture outline and readings**

## **Part-IV**

### **Broad Lecture Outline**

<u>Teaching Week</u>	<u>Lecture Title</u>
1-2	Introduction: The Rise of China
3-4	Historical Influences on Chinese Foreign Policy
5	Specificities of Chinese Foreign Policy
6	China and Major Powers- the Soviet Union
7	China and Major Powers- Russia
8	China and Major Powers- The United States
9	Friends or Foes? China and the DPRK (North Korea)
10	China and Asia
11	China and India
12	Beyond Military Power: Influence and interference operations
13	China and the Future of “One Country, Two Systems: Implications for Taiwan
14	China and the BRI
15	Revision

## Part V: Detailed outline on week by week lectures and readings

<u>Teaching Week</u>	<u>Lecture Title</u>	<u>Readings except books will be circulated by email</u>
1-2	Introduction: The Rise of China	<p>1) William A. Callahan, "How to Understand China: The Dangers and Opportunities of Being a Rising China," <i>Review of International Studies</i>, Vol. 32, No. 4, 2005, pp. 701-714.</p> <p>2) John K. Fairbank, <i>China's Foreign Policy in Historical Perspective</i>, April 1969, Foreign Affairs.</p>
3-4	Historical influences on Chinese Foreign Policy: Century of humiliation, colonisation, liberation in 1949, relocation of the KMT to Taiwan, Cold War and the Korean War, The Sino-Soviet Split, Non-Aligned Movement, Panchsheel and 1962, Nixon's visit to China, Reforms and opening up	<p>1) John K. Fairbank <i>The Chinese World Order: Traditional China's Foreign Relations</i>, Chapter 1.</p> <p>2) John K. Fairbank, <i>China's Foreign Policy in Historical Perspective</i>, April 1969, Foreign Affairs.</p> <p>3) Albert Feuerwerker, <i>Chinese History and the Foreign Relations of Contemporary China</i></p> <p>4) Frederick H. Hartmann, <i>The Meaning and Implications of the Sino-Soviet Split</i>, <i>Naval War College Review</i>, Vol. 20, No. 4 (November 1967), pp. 14-28</p> <p>5) CIA, <i>The Chinese Intervention in Korea</i>, Unclassified Document, 1988</p> <p>6) Institute of Defence Studies and Analysis, New Delhi, <i>Events Leading to the Sino-Indian Conflict of 1962</i>, IDSA Monograph Series, No.58, February 2017.</p>

5	Specificities of Chinese Foreign Policy: Leaning to one side, good neighbourliness. Five principles of peaceful coexistence, Three Worlds Theory, Contradictions, Peace and development, new security concept, Three represents, Harmonious world, One Belt One Road, Scientific Outlook on Development, Comprehensive National Power.	<p>1) Mao Tse-tung, <i>On Practice and Contradictions (Revolutions)</i>, 2007, Verso Publishers.</p> <p>2) Deng Xiaoping, <i>Selected Works of Deng Xiaoping</i>, ICP Intercultural Press, Beijing.</p> <p>3) Arif Dirlik, <i>Mao Zedong in Contemporary Chinese Discourse and History</i>, China Perspectives, No. 2 (90) (2012), pp. 17-27</p> <p>4) Manoranjan Mohanty, <i>'Harmonious Society': Hu Jintao's Vision and the Chinese Party Congress</i>, Economic and Political Weekly, Vol. 47, No. 50 (DECEMBER 15, 2012), pp. 12-16</p> <p>5) Winberg Chai, <i>The Ideological Paradigm Shifts of China's World Views: From Marxism-Leninism-Maoism to the Pragmatism-Multilateralism of the Deng-Jiang-Hu Era</i>, Asian Affairs, Vol. 30, No. 3 (Fall, 2003), pp. 163-175</p>
6	China and Major Powers-The Soviet Union: Ideology, Sino-Soviet Alliance and split, Cold War and After, Collapse of the Soviet Union, Strategic Partnership	<p>1) Yan Mei, <i>The Maturing of Sino-Soviet Relations</i>, The Annals of the American Academy of Political and Social Science, Vol. 481, Soviet Foreign Policy in an Uncertain World (Sep., 1985), pp. 70-80.</p> <p>2) Li Yuzhen, Chiang Kai-Shek and Joseph Stalin during World War II (pp. 141-155) from <i>Negotiating China's Destiny in World War II</i>,</p>

		<p>Stanford University Press, 2015.</p> <p>3) Gerald Segal, <i>Sino-Soviet Détente: How Far, How Fast? The World Today</i>, Vol. 43, No. 5 (May, 1987), pp. 87-91</p>
7	China and Major Powers- Russia	<p>1) Josiah Quincy, <i>China and Russia</i>, The North American Review, Vol. 171, No. 527 (Oct., 1900), pp. 528-542</p> <p>2) Nicklas Norling, China and Russia: Partners with Tensions, <i>Policy Perspectives</i>, Vol. 4, No. 1 (January - June 2007), pp. 33-48</p> <p>3) Michael E. O'Hanlon, China and Russia Scenarios in 2040 (pp. 53-76), from <i>The Senkaku Paradox: Risking Great Power War Over Small Stakes</i>, Brookings Institution Press (2019)</p>
8	China and Major Powers- The United States	<p>1) David Dollar, The Future of U.S.-China Economic Relations (pp. 129-137) Brookings Big Ideas for America, Brookings Institution Press (2017)</p> <p>2) Council for Foreign Relations, Timeline: US Relations with China: 1949-2019, <a href="https://www.cfr.org/timeline/us-relations-china">https://www.cfr.org/timeline/us-relations-china</a></p> <p>3) U.S.-China Policy Foundation, U.S.-China Relations: A Brief Historical Perspective</p>
9	Friends or Foes? China and the DPRK (North Korea)	<p>1) Jae Ho Chung and Myung-hae Choi, "Uncertain Allies or Uncomfortable Neighbors?"</p>

		Making Sense of China-North Korean Relations, 1949-2010,” <i>The Pacific Review</i> , Vol. 26, No. 3, 2013, pp. 243-264.
10	China and Asia	<p>1) Garver, John (1992), “China and South Asia”, <i>The Annals of the American Academy of Political and Social Science</i>, Vol. 519, China's Foreign Relations (Jan., 1992), pp. 67-85</p> <p>2) Sullivan, Paul (2011), <i>Georgetown Journal of International Affairs</i>, Vol. 12, No. 1 (Winter/Spring 2011), pp. 107-117</p> <p>3) Mulmi, Amish (2021), <i>All Roads Lead North: Nepal's Turn to China</i>, Context publishers</p>
11	India and China	<p>1) Zhiquan Zhu, China-India Relations in the 21st Century: A Critical Inquiry, <i>Indian Journal of Asian Affairs</i>, Vol. 24, No. 1/2 (June-December 2011), pp. 1-16</p> <p>2) Xiaoyuan Lu, <i>Friend or Foe: India as Perceived by Beijing's Foreign Policy Analysts in the 1950s</i>, <i>China Review</i>, Volume 15, Number 1, Spring 2015, pp. 117-143.</p> <p>3) Pathak, Sriparna (2020), “1962 and After” in <i>One Mountain Two Tigers</i> (2020), edited by Shakti Sinha, Pentagon Press.</p>
12	Beyond Military Power: Influence and interference operations	<p>1) Marc Lanteigne, Chapter 5, “Strategic Thinking and the Roles of the Military,” pp. 100-126</p> <p>2) Pal, Deep (2021), “China's</p>

		Influence in South Asia: Vulnerabilities and Resilience in Four Countries”, Carnegie Endowment for International Peace, URL: <a href="https://carnegieendowment.org/2021/10/13/china-s-influence-in-south-asia-vulnerabilities-and-resilience-in-four-countries-pub-85552">https://carnegieendowment.org/2021/10/13/china-s-influence-in-south-asia-vulnerabilities-and-resilience-in-four-countries-pub-85552</a>
13	China and the Future of “One Country, Two Systems”: Implications for Taiwan	1) Mitter, Rana (2020), “One Country, Two Systems?”, <i>RSA Journal</i> , Vol. 166, No. 2 (5582) (2020), pp. 42-45 2) Derek J. Grossman, 2019, One Country, Two Systems, Lots of Problems, Foreign Policy
14	China’s Belt and Road Initiative: Politics, Economics, Debt Trap	1) Yong Deng, <i>How China’s Belt and Road is Reordering Asia</i> , Harvard International Review, Vol. 39, No. 4, (FALL 2018), pp. 30-35 2) Terry Mobley, The Belt and Road, Strategic Studies Quarterly, Vol. 13, No. 3 (FALL 2019), pp. 52-72
15	Revision	

### Print and Electronic Media Resources

- 1) People’s Republic of China Ministry of Foreign Affairs at <http://www.fmprc.org.cn>
- 2) Chinese Academy of Social Sciences at <http://www.cass.net.cn>
- 3) Shanghai Institute of International Studies <http://www.siiis.org.cn>
- 4) China Daily (Beijing) at <http://www.chinadaily.com.cn>
- 5) People’s Daily (Beijing) at <http://english.peopledaily.com.cn>
- 6) BBC Selected World Broadcasts
- 7) The Hindu (New Delhi)
- 8) China Report at <http://wnc.fedworld.gov>

(Assembly, The Rebel)