



Jindal School of International Affairs
India's First Global Policy School



O.P. Jindal Global University
A Private University Promoting Public Service

MADLB 0522- People's Republic of China Before and After World War II

Elective- Spring 2026.

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 a full 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 also serves in the capacity of a Senior Fellow at the Jindal India Institute. She is also the Associate Dean for Careers 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 or [@Sriparnapathak](https://twitter.com/Sriparnapathak) on Twitter. Email: spathak@jgu.edu.in Phone: N/A Office: 9B, North side, faculty office building Office Hours: TBA Homepage: <https://www.linkedin.com/in/sriparna-pathak-phd-6318b4b6>

Course Description: China, often referred to as the manufacturing platform of the world has now also risen to the pedestal of a great power, if not one among the greatest powers of the world. In the COVID-19 world order, wherein countries have largely withdrawn inward to address their collapsed economies or public health systems, China has emerged as even more aggressive and through its various diplomatic, military and technological postures to name a few shows the willingness to emerge as the hegemon of the system. But how exactly has China reached this critical juncture in international relations?

As China's power and influence continue to grow in Asia and beyond, it becomes pertinent to look at Chinese history to understand how a strong China will behave and view the world in the future. China is often viewed, incorrectly, as if it existed as a monolithic whole over centuries, possessed the same political and security outlook at each stage of its development, and behaved as a modern nation state does today. The question that arises is how does history influence Chinese thought and behaviour today, and how it might it do so as Chinese power and influence grow in the future? The lessons of history are reflected in three sets of attitudes: national pride alongside a strong fear of chaos; an inculcated image of a peace-loving and defensive polity alongside a strong and virtuous central government; and a unique, hierarchical yet mutually beneficial view of inter-state relations. In order to study these three sets of attitudes, this course studies important aspects of Chinese history before and after World War

II. The course, then goes on to juxtapose with the 21st century tools China uses to propel itself to the stature of the leader of the system. This course aims to give an understanding of the history of China before and after World War II, as several of the events, ideas and processes surrounding the time still find a mention in today's Chinese foreign policy.

Course Aims:

- Introduce the fundamental ideas and influences behind the importance of history in Chinese foreign policy making in order to juxtapose them with 21st century foreign policy tools.
- Articulate as clearly as possible the historical assumptions and presuppositions behind some of the most important foreign policy decisions made by China in the 21st century.
- Trace the evolution, continuities and disjuncture in China's foreign policies towards great powers of the international system, starting from the era preceding World War II.

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. Students should have a keen interest in understanding Chinese history in order to apply it to contemporary Chinese IR. 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, so as to be able to interpret them in the backdrop of important historical events.

Course Intended Learning Outcomes:

Teaching and Learning Activities	<i>Lecture, class participation, class presentations and involvement.</i>
➤ Express the basic tenets of Chinese history	<ul style="list-style-type: none"> 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.
➤ Understand how China utilises its history to leverage its position in international relations	<i>Lecture, class participation and involvement, distribution of topic wise problem sets, tutorials</i> <ul style="list-style-type: none"> Students will get introduced to the methods through which Chinese foreign policy analysis can be undertaken, and the usage of history as a tool can be identified. Book reviews and white papers' analysis will bring in thorough grounding of the subject matter.
➤ Analytically understand how events unfolded in the PRC before and after World War II, and how certain aspects were ignored during the Cold War and why they are revisited now.	<i>Lecture, class participation and involvement, tutorials</i> <ul style="list-style-type: none"> Class discussions Students analyse historical cases

Evaluation Breakup

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

Understanding the internal assessment component

Class Participation (10 marks): The class is a combination of lecture-seminar format. I will present a short lecture based on a power point presentation and then I will open the class to discussion. During the discussion you are expected to actively contribute to the debate. My role would be to primarily moderate the debate and put the discussion in a broader context by helping you tease out the main themes from the lectures and the readings.

We will also have brain mapping and scenario building exercises in class which will make it easier for students to participate.

Attendance and participation are two different things. Actively taking part in class discussions is class participation. If you are not comfortable discussing in class, please email me your comments and questions, and that counts as participation too.

In class quiz (20 marks): Short objective type questions will be asked. These maybe in form of choosing the right answers, fill in the blanks or answering true or false.

Book review (30 marks): You will have to review a book of your choice on any theme that is related to the application of Chinese history to contemporary foreign policy. You are expected to write to me with the choice of your book in advance and seek a go-ahead before attempting the review. Guidelines on how to write a book review will be provided to students over email and shall be briefly discussed in class as well.

Please note the grades and their values below

COURSE LETTER GRADES AND THEIR INTERPRETATION			
Letter Grade	Percentage of Marks	Grade Points	
O	80 and above	8	Outstanding: 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	Excellent: 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	Very Good: 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	Good: 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	Fair: 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	Acceptable: 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	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 – 49	2	Pass 1: Pass with Basic understanding of the subject matter .
P2	40 – 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: 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.

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: century of humiliation, Opium Wars, Nanjing massacre, imperialism, Chinese Communist Party (CCP), Kuomintang (KMT), Boxer Uprising, Civil War, Republic of China, lost glory, weaponisations, wolf warriors, cyber warfare.

Readings:

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

- 1) Tragedy of Liberation: A History of the Chinese Revolution 1945-1957, Frank Dikötter
- 2) Mao: The Unknown Story, Jung Chang
- 3) The Wars for Asia, 1911–1949, S. C. M. Pain
- 4) Forgotten Ally: China's World War II, 1937-1945 by Rana Mitter

Further Readings are mentioned in Part V in details on week-wise lecture outline and reading. Further readings will be assigned as classes proceed.

Part-IV

Broad Lecture Outline

<u>Teaching Week</u>	<u>Lecture Title</u>
1-2	The importance of history for China
3	Century of Humiliation and the two opium wars
4	Rising Nationalism and the Qing Dynasty
5	The KMT and the CPC
6	The Sino-Japanese War and WWII
7	Made in China and the WTO accession
8	China and weaponisations (trade, water and hostages)
9	China's Wolf Warriors
10	Propaganda, Disinformation and cyber warfare
11	Surveillance and stability
12	Are debt traps real?
13	The construction spree in disputed territories (CPEC and artificial islands)
14	The China narrative
15	Revision

Part V

Details on Week-Wise Lecture Outline and Readings:

Teaching Week	Lecture Title	Readings except books will be circulated by email
1-2	The importance of history for China: narrative creation, the concept of centrality in IR, the Middle Kingdom's glory, relating history with contemporary Chinese foreign policy with examples	<p>1) John K. Fairbank, 2015, The Chinese World Order: Traditional China's Foreign Relations, <i>The Diplomat</i>, https://thediplomat.com/2015/01/china-the-influence-of-history/</p> <p>2) Howard W. French, Ian Johnson, Jeremiah Jenne, Pamela Kyle Crossley, Robert A. Kapp, Tobie Meyer Fong, 2017, How China's History Shapes, and Warps, its Policies Today, <i>Foreign Policy</i>, https://foreignpolicy.com/2017/03/22/how-chinas-history-shapes-its-foreign-policy-empire-humiliation/</p> <p>3) Pamela Kyle Crossley, 2019, Xi's China Is Steamrolling Its Own History, <i>Foreign Policy</i>, https://foreignpolicy.com/2019/01/29/xis-china-is-steamrolling-its-own-history/</p> <p>4) Albert Feuerwerker, 1972, Chinese History and the Foreign Relations of Contemporary China, <i>The Annals of the American Academy of Political and Social Science</i> Vol. 402, China in the World Today (Jul., 1972), pp. 1-14</p>

3	<p>Century of Humiliation and the two Opium Wars: Decaying society under the Qing dynasty, rising nationalism, division into spheres of influence, Meiji Japan, loss of stature as</p>	<ol style="list-style-type: none"> 1) William A. Callahan, 2004, National Insecurities: Humiliation, Salvation, and Chinese Nationalism, Alternatives: Global, Local, Political, Vol. 29, No. 2 (Mar.-May 2004), pp. 199-218 2) Boundless World History, 2020, The Qing Dynasty, https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-last-chinese-dynasty/ 3) Robert Y. Eng, 1986, Economic Imperialism in China: Silk Production and Exports, 1861-1932, Institute of East Asian Studies, University of California.
4	<p>Rising Nationalism and the Qing Dynasty</p>	<ol style="list-style-type: none"> 1) Shameer Modongal, 2016, Development of nationalism in China, Cogent Social Sciences (2016), 2: 1235749 2) Paul H. Tai, Tai-Chun Kuo, Chiang Kai-Shek Revisited, American Journal of Chinese Studies, Vol. 17, No. 1 (April 2010), pp. 81-86

5	The KMT and the CPC	<p>1) Rana Mitter, 2011, The Unanchored Chinese Revolution, <i>The China Quarterly</i>, No. 208 (DECEMBER 2011), pp. 1009–1020</p> <p>2) Eleanor Albert, Beina Xu, and Lindsay Maizland, 2020, The Chinese Communist Party, <i>Council for Foreign Relations</i>, https://www.cfr.org/backgrounder/chinese-communist-party</p>
6	The Sino-Japanese War and WWII	<p>1) Zhaozhen An, 2018, The Historical Contribution and Loss of China in the War of Resistance against the Japanese Aggression, <i>Global Media Journal</i>, Vol.16 No.31:123</p> <p>2) Rana Mitter, 2011, <i>China in World War II, 1937–1945: Experience, Memory, and Legacy</i>, <i>Modern Asian Studies</i> 45, 2 (2011) pp. 225–240.</p>

7	Made in China and the WTO accession	<p>1) Derek Adam Levine, 2020, <i>Made in China 2025: China's Strategy for Becoming a Global High-Tech Superpower and its Implications for the U.S. Economy, National Security, and Free Trade</i>, <i>Journal of Strategic Security</i>, Vol. 13, No. 3 (2020), pp. 1-16</p> <p>2) Frank Fuller, John Beghin, Stéphane De Cara, Jacinto Fabiosa, Cheng Fang and Holger Matthey, 2003, <i>China's Accession to the World Trade Organization: What Is at Stake for Agricultural Markets?</i>, <i>Review of Agricultural Economics</i>, Vol. 25, No. 2 (Autumn - Winter, 2003), pp. 399-414</p>
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8	China and weaponisations (trade, water and hostages)	<ol style="list-style-type: none"> 1) Brahma Chellaney, 2017, China's weaponization of trade, Live Mint, August 1, URL: https://www.livemint.com/Opinion/A9dEB9Nd7svUuRGWu4ZroO/Chinas-weaponization-of-trade.html 2) ANI, 2023, China plans to use water as a weapon: Report, February 1, URL: https://economictimes.indiatimes.com/news/defence/china-plans-to-use-water-as-a-weapon-report/articleshow/97516402.cms 3) Center for Strategic and International Studies, 2021, Beijing Suffers Major Loss from Its Hostage Diplomacy, September 29, URL: https://www.csis.org/analysis/beijing-suffers-major-loss-its-hostage-diplomacy
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9	China's Wolf Warriors	<ol style="list-style-type: none"> 1) Yaoyao Dai and Luwei Rose Luqiu, 2022, Wolf Warrior and Diplomacy in the New Era, <i>China Review</i>, Vol. 22, No. 2, SPECIAL FEATURE: Fighting Corruption in China: Trajectory, Dynamics, and Impact (MAY 2022), pp. 253-283 2) Yun Jiang, 2021, The rise and fall of wolf warriors, <i>Crisis</i>, 33-38
10	Propaganda, Disinformation and cyber warfare	<ol style="list-style-type: none"> 1) Hsia Hsiao-hwa, 2022, China steps up cyberattacks, disinformation campaigns targeting Taiwan, September 8, <i>Radio Free Asia</i>, URL: https://www.rfa.org/english/news/china/taiwan-cyber-08082022125442.html 2) RAND Corporation, Chinese Disinformation Efforts on Social Media, URL: https://www.rand.org/pubs/research_reports/RR4373z3.html

11	Surveillance and stability	<ol style="list-style-type: none"> 1) Xinhua, 2022, (CPC Congress) Update: Xi stresses safeguarding national security, social stability, October 16, URL: https://english.news.cn/20221016/fa268ecece4246a6bd9a35aa6a3c5c27/c.html 2) MP-IDSA, 2022, How China Views the World: An Analysis of the 20th CPC Congress Work Report, December 1, URL: https://www.idsa.in/idsacomments/how-china-views-the-world-mpbanerjee-011222
12	Are debt traps real?	<ol style="list-style-type: none"> 1) Xue Gong, 2020, China's Belt and Road Initiative Financing in Southeast Asia, Southeast Asian Affairs, pp 77-95. 2) Romi Jain, 2019, The South China Sea Issue: A Critical Appraisal of China's Geo-economic Strategy, Indian Journal of Asian Affairs, Vol. 32, No. 1/2 (June-December 2019), pp. 27-48

13	The construction spree in disputed territories (CPEC and artificial islands)	<ol style="list-style-type: none"> 1) Moonis Ahmar, Strategic Meaning of the China-Pakistan Economic Corridor, Strategic Studies, Vol. 34/35, Vol. 34, no. 4/Vol. 35, no. 1 (Winter 2014 and Spring 2015), pp. 35-49 2) Robert Beckman, 2017, China's 'Island-Building' in the South China Sea, Council for Security Cooperation in the Asia Pacific, URL: https://www.jstor.org/stable/resrep22264.15
14	The China Narrative	<ol style="list-style-type: none"> 1) Natasha Kassam and Jennifer Hsu, 2022, Australia's Elections: The China Narrative, The Diplomat, May 1, URL: https://thediplomat.com/2022/04/australias-elections-the-china-narrative/ 2) Charity Wright, 2021, China's Narrative War on Democracy, Recorded Future, December 21, URL: https://www.recordedfuture.com/chinas-narrative-war-democracy
15	Revision	