China from a US Policy Perspective
USC School of Policy, Planning, and Development (SPPD)
PPD 599; Spring 2012, 51207R

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• Tuesdays 9:00am – 12:30pm (Pacific time)
• Tuesdays noon – 3:30pm (Eastern time)

Locations (via video-conferencing):
• Los Angeles (USC campus; RGL 103)
• Wash, DC (for guest lecturers)

Introduction
The rise of China is a complex, dynamic and multifaceted phenomenon. In a remarkably short historical period China has emerged as a leading global presence economically, militarily, politically, environmentally, culturally and socially. The challenges and opportunities this poses for the United States are likewise diverse and interwoven. Moreover, as with any area of U.S. policy formulation, there are myriad domestic stakeholders whose core interests are impacted (whether positively or otherwise) by China’s rise, and so a U.S. policy stance towards China is necessarily a negotiated outcome based on these domestic considerations and tradeoffs. For example, we may expect that domestic labor perspectives on US-China trade policy issues may be quite distinct from U.S. business perspectives, which may differ yet again from American consumer perspectives.

This course endeavors to address these diverse perspectives in a systematic fashion. We do so through the lens of the United States federal government. As the readings make clear, this is not a single lens with a single focus, but is instead a “kaleidoscopic” view circumscribed nonetheless within an overarching U.S. governmental structure. The course is framed accordingly with reference to several key topical areas, each of which is full of complexity:

• Trade issues – How is trade between US and China to be managed, by what rules, and for whose benefit?
• Economic coordination and stability – Beyond trade, how might these two largest economies in the world coordinate economic policies to promote global economic stability and growth?
• Environment and sustainability – Both the US and China are key to any potential resolutions on climate change and other global environmental issues.

¹ I am most grateful to Ms. Eunok Im, a doctoral candidate at SPPD, for her diligent and crucial assistance in preparing this syllabus.
• **Defense and security** – China is emerging as a superpower rival to the US in military terms, and this has geopolitical repercussions throughout the region and beyond. Increasingly, homeland security is also linked to terrorism, cyber warfare and other by-products of our era.

• **Human development** – Human rights, intellectual inquiry, artistic and other forms of self-expression are fundamental to a society’s development. As our cultures become more intertwined, the US and China will struggle to reconcile differing conceptions of these and related issues.

These five broad topic areas will be informed in this course by a wide range of federal departmental or agency perspectives, including:

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<td>Dept. of the Treasury</td>
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<td>Dept. of Health and Human Services</td>
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**Video-conferencing format**

A unique and rather special feature of this course is its creative deployment of advanced video conferencing facilities that enable us to deliver the course simultaneously in Los Angeles and Washington, D.C. This connection is especially apt because of the course focus on the impact on U.S. federal government policy deliberations prompted by China’s rise. From time to time therefore, as conditions permit, we will use SPPD’s superb video conferencing facilities in Ralph & Goldy Lewis Hall (RGL) to communicate directly with senior officials from the federal government departments under study. The readings and prior class discussions will help ensure that class participants are fully primed for such opportunities to learn first-hand from those who are engaged in China-related policy formulation.

**Expectations for course participants**

• **Learning outcomes**

Successful students will emerge from this course with a fulsome appreciation of the broad range of U.S. policy considerations that are impacted by China’s rise, and an ability to communicate those considerations in a substantive and informed manner. Further, each student will develop a more deeply rooted knowledge of at least one of the policy arenas under review, and this relative expertise will be demonstrated through the preparation of a term paper on that topic. Finally, by means of simulated “Cabinet meetings” (see below) students shall learn how to engage a full range of stakeholder interests in given policy arenas. Additional skills in synthesizing diverse policy perspectives will be honed through preparation of questions to be submitted in advance to our guest lecturers.

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2 Subsequent iterations of the course may include video-conferencing participation from Sacramento or other locations as well.
• **Course grade**

The final course grade comprises several elements:

- **Prepared questions for guest speakers (25%)** – Each week all students are asked to submit at least one question in anticipation of the next guest speaker’s appearance. Those questions are expected to be well informed by relevant course readings. Those questions will in turn be vetted by a small committee (with rotating membership) of students that is charged with generating a cohesive set of questions that I will review before they are conveyed to the guest speaker.

- **Term paper, first draft (25%)** – Each student shall write a term paper that provides a substantial and substantive analysis of one of the policy arenas within the purview of the class. This term paper should draw on readings beyond those assigned on the syllabus, and the paper should be of sufficient depth that the authoring student can readily establish herself in class discussions as an authority, relatively speaking, on that topic. A first draft of the paper is due by noon on the Friday prior to Spring break (March 9th).

- **“Memo to President” re: policy recommendations (25%)** – Students will work together in small “Cabinet” groups, with each student representing the Department most closely aligned to her term paper topic. As a group, they will be asked to generate / propose some policy recommendation and to present it in the form of a “Memo to the President”. The expectation is that the contours of this policy recommendation will reflect the give-and-take of U.S. domestic politics.

- **Term paper, final draft (15%)** – Students will be given a second chance to submit their term paper so that they can incorporate feedback from the instructor and other sources. This must be submitted in “track changes” mode, as the focus will be on any improvements from the first draft.

- **Class participation and attendance (10%)** – This is vital, but it would be wrong to assume that noise created in class is a reliable measure of constructive participation. The relevant criterion is the degree to which your participation (in my judgement) helped others in the class to learn more.

**Plagiarism**

University guidelines regarding plagiarism and other aspects of academic integrity shall be enforced vigorously in this class. The website at [http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm) is very helpful in this regard, and it is your responsibility to be familiar with it. I do not allow “do overs”, so if you have any questions consult with me before you turn in your work.

**Readings & course content**

As noted, this course is not about China *per se*. Rather, it is about *U.S. policy* deliberations from a variety of US government departmental perspectives and how those domestic deliberations are shaped by China’s rise. In this class you should learn as much or more about the United States as you do about China.

The initial class session provides an overview of China’s rise from an historical perspective. Following that we examine the implications of this phenomenon from a sequence of topical perspectives, as indicated in the following schedule, where the heading numbers indicate week 1, 2, etc.
1. **Overview: China’s Rise**

Chinoy, Michael (2008), Election ‘08 and the Challenge of China, DVD, US-China Institute, University of Southern California.


**Trade issues**

2. **U.S. Department of Commerce perspective**

Key issues for US-China relations: international trade, economic recovery and job creation, intellectual property rights


3. **U.S. Department of Agriculture perspective**

Key issues for US-China relations: foreign agricultural trade, food safety and inspection, subsidy to US farmers


4. **U.S. Department of Labor perspective**

*Key issues for US-China relations: employment and job training, equal employment opportunity, wage and working hour law administration, foreign visitors program, U.S.- China Strategic and Economic Dialogue (S&ED) (http://www.dol.gov/ilab/programs/oir/sed.htm)*


**Economic coordination and stability**

5. **U.S. Department of State perspective**

*Key issues for US-China relations: international relations- Taiwan and Korean peninsula (Six party talks), Most Favored Nations (MFN)*


6. U.S. Department of the Treasury

Key issues for US-China relations: financial system reform responding to the financial crisis of the last two years, the Nation's security promotion through strengthened international financial systems, RMB appreciation


Environment and sustainability

7. U.S. Department of Energy perspective

Key issues for US-China relations: energy efficiency and renewable energy, nuclear facilities management, gasoline and diesel prices, energy supply and demand


8. U.S. Department of Housing and Urban Development perspective

Key issues for US-China relations: sustainable development, cost-effective energy and green building, mortgage, housing market strengthness, rental assistance


9. U.S. Department of Transportation

Key issues for US-China relations: high-speed rail system, auto industry, air traffic management


Defense and security

10. U.S. Department of Defense perspective

Key issues for US-China relations: national defense, global geopolitical strategy, arms race, Taiwan armaments, Korean peninsula


*Key issues for US-China relations: Prevent terrorism and enhance security, Secure and manage borders, Enforce and administer immigration laws, Safeguard and secure cyberspace*


**Human development**

**12. U.S. Department of Education perspective**

*Key issues for US-China relations: education reform (K-12 reform), classroom integration, mathematics standards (global competitiveness), reading instruction, K-12 language curriculum*


**13. U.S. Department of Justice perspective**

*Key issues for US-China relations: crime prevention, waste, fraud, abuse or misconduct control, human rights protection, intellectual property rights disputes, extradition of criminals*


**14. U.S. Department of Health and Human Services perspective**

*Key issues for US-China relations: Disease Control and Prevention, Medicare & Medicaid services, food and drug administration (FDA)*


Federal Immunization Safety Task Force (2009), Federal Plans to Monitor Immunization Safety for the Pandemic 2009 H1N1 Influenza Vaccination Program