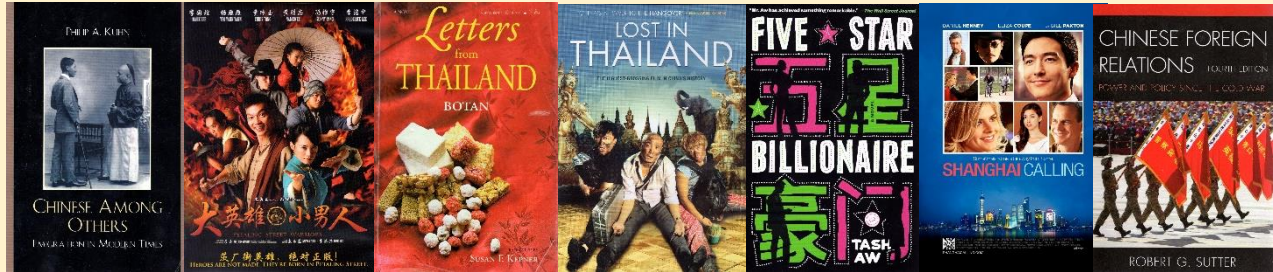


East Asian Studies 160: CHINA AND THE WORLD
Historical Emigration & Contemporary Foreign Relations
Spring Semester, 2020



Tags: GE-C (Social Analysis), GE-H (Traditions and Historical Foundations)

Lectures: Tuesdays & Thursdays, 2:00-3:20 p.m.

Taper Hall of Humanities (THH) 201

Professor: Brian Bernard (Ph.D.), bernards@usc.edu

Office Location & Hours: THH 356P, Tuesdays, 10-11 & Thursdays, 11-12
(or by appointment)

Teaching Assistants: Donald Collins (dcollins@usc.edu, SOS 257: Thu, 1-2)
Steve Literati (literati@usc.edu, SOS 257: Tue, 10-11)
Adam Silverman (asilverm@usc.edu, SOS 257: Tue, 2-3)
Tiara Wilson (tiarawil@usc.edu, SOS 257: Wed, 11-12)

Discussion Sections: 1 (#25834R: Mon, 9-9:50, SOS B47, Literati)
2 (#25835R: Mon, 11-11:50, THH B9, Literati)
3 (#25836R: Tue, 9-9:50, THH 106, Silverman)
4 (#25837R: Wed, 10-10:50, WPH 201, Collins)
5 (#25846R: Wed, 12-12:50, THH 106, Collins)
6 (#25847R: Thu, 10-10:50, VHE 206, Silverman)
7 (#25848R: Fri, 11-11:50, THH 106, Wilson)
8 (#25849R: Fri, 12-12:50, THH 106, Wilson)

Course Website: Log on using your USC account at www.blackboard.usc.edu

Course Description:

What is China? Is it a civilization? An empire? A modern nation-state? A culture? Or is it many cultures, multiple polities, and in fact a civilization thoroughly interpenetrated with the influences of other societies and cultures? Where do the boundaries between these categories overlap, and where do they disengage? Who gets to represent China, and who gets to (and how does one get to) be Chinese? These questions demand further study not just as a critical or philosophical exercise, but because probing them helps us understand how modern China sees

itself, how it relates to the world politically, economically, and culturally, and why the Chinese state invests so much energy and so many resources in defining the terms by which “China” and “Chinese” should be understood worldwide.

To both understand and critique China’s self-understanding of its position in the world, this course examines the establishment, rise, and global engagement of the modern Chinese nation-state through two interrelated prisms: 1) the **historical emigration** and establishment of Chinese communities overseas (particularly in Southeast Asia), which served as breeding grounds for China’s national revolution and economic modernization while facilitating **culturally distinct and diverse understandings** of what being “Chinese” entailed; and 2) China’s **contemporary foreign relations** with different countries in Asia, Africa, Latin America, and the West, which shapes China’s self-perception of its position in the world. The first half of the class examines the first prism: the array of distinct “Chinatowns” around the world is perhaps the quintessential embodiment of this historical emigration process. The second half of the class explores the second prism: in this instance, the worldwide proliferation of “Confucius Institutes” is the perfect emblem of China’s foreign relations. What is the relationship between Chinatowns and Confucius Institutes? In what ways are they unrelated, mutually opposed, or in dialogue with each other when representing China and claiming to be Chinese? Looking at both historical emigration and China’s contemporary foreign relations allows us to understand the idea of “China and the world” in all its dynamism.

Course Objectives:

Upon completion of this course, you should be able to:

- 1) Critically identify the ways in which historical Chinese emigration and China’s contemporary foreign relations configure China’s perception of its position in East Asia and the world, as well as its definition of what it means to be Chinese.
- 2) Articulate the ways in which scholars, historical figures, authors, and filmmakers of varying backgrounds represent China and the world and express what it means to them to be Chinese.
- 3) Critically recall key historical terms to demonstrate your knowledge of Chinese emigration and foreign relations.
- 4) Write a position paper with a coherent argument about a specific aspect of China’s contemporary foreign relations based on documented research of various news outlets.

Required Technology:

- 1) **Blackboard** (www.blackboard.usc.edu). There are two Blackboard sites for this class: the **lecture website** and your individual **section website**. The lecture website is where you go to access content (discussion questions, grading rubrics, films, midterm and final study guide). The section website is where you go to submit assignments (discussion board posts, position paper) and to check your grades and class performance.
- 2) **Top Hat** (www.tophat.com). In lectures, we will use the **Top Hat classroom response system** for reading and lecture quizzes as well as polls and surveys. You will submit answers to in-class questions using Apple or Android smartphones and tablets, laptop computers, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top

Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website. *Note: our Course Join Code is 654266, and the course password is EASC160%Spring2020 (please note: this is case sensitive).* Top Hat requires a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly via email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491.

Required Texts (available for purchase at the USC Pertusati Bookstore):

- Philip A. Kuhn, *Chinese Among Others: Emigration in Modern Times* (Lanham, MD: Rowman & Littlefield, 2008), ISBN: 978-0-72451070-8
- Robert G. Sutter, *Chinese Foreign Relations: Power and Policy Since the Cold War*, Fourth Edition (Rowman & Littlefield, 2016), ISBN: 978-1-4422-5328-5
- Botan, *Letters from Thailand*, translated by Susan F. Kepner (Silkworm Books, 2002), ISBN: 978-9747551679
- Tash Aw, *Five Star Billionaire* (Spiegel & Graw, 2013), ISBN: 978-0-8129-8481-1
- Discussion questions for each week's readings are available on the Content page of the lecture website under "Weekly Discussion Questions." *You don't need to answer these questions before class*, but please come to sections and lectures prepared to discuss them.

Note on Financial Hardship:

- For students in financial hardship, there are a limited number of complimentary Top Hat subscriptions and additional textbooks available through the East Asian Studies Center. These will be given to students on a first-come, first-served basis via emailing the instructor, but please only contact me if this situation truly applies to you.

Course Films:

Films are not screened in class and there are no outside screenings scheduled for this course. You must watch the films on your own time before attending the class session in which they are due. On the lecture website (in the "Complete Films" folder of the Blackboard Content page), you can find the links to view the required films for the course. During lectures, I will highlight important scenes that relate to the discussion and course themes (these clips will also be available on Blackboard under "Highlighted Film Clips"). Here is a list of the films in order of screening with English and Chinese title, director's name (surnames in capital lettering), and year of release provided.

- *Petaling Street Warriors* 大英雄•小男人 (Malaysia: Directed by James Lee 李添興 and Sampson Yuen 袁再顯, 2011)
- *Lost in Thailand* 人再囧途之泰囧 (China: Directed by Xu Zheng 徐峥, 2012)
- *Shanghai Calling* 纽约客@上海 (US/China: Dir. Daniel Hsia 夏伟, 2012)

Student Requirements & Grading. *Detailed instructions and grading rubrics for all graded work are available on the lecture website in the Blackboard Content page.*

- 1) **Participation and Preparation (15%).** Students are required to come to class prepared, having watched the film and completed required readings. In discussion sections,

students are expected to contribute thoughtful comments, raise critical questions, actively listen, and engage their classmates. Student learning in this course is not only based on the outcome of assignments and exams, but also on consistent performance as demonstrated by critical and enthusiastic engagement with readings and other course materials. The TAs and I will do our part to create an environment that fosters the fair, open, and inclusive sharing of ideas, thoughts, and questions. *Students should access the weekly discussion questions from Blackboard in advance of discussion sections. Please silence cell phones. Laptop and smartphone use is for course-related activity only (Top Hat participation, taking notes, accessing discussion questions): this privilege will be revoked if this policy is violated.*

- 2) **Top Hat Lecture Quizzes and Discussions (15%).** Each lecture will incorporate a few reading and comprehension quiz questions and solicit student responses in survey form using the Top Hat response platform. *Please bring a laptop or smartphone to each lecture.* Points will be assessed for both participation and accuracy, then incorporated into a running tally. *Make-up quizzes and surveys will only be given to students with a valid excuse letter, signed by the relevant authority, for missing class.*
- 3) **Five (5) Discussion Board Posts (3% each – 15% total).** Each week there will be discussion board threads posted *on your section's website.* Post a response of at least 250 words on this discussion board to one of the weekly discussion questions on our readings or films (please paste the discussion question at the beginning of your post). Responses should directly quote at least one passage from the reading or address at least one specific scene from the film (depending on what question you are responding to). You may only post once to a given forum. *No more than 2 posts can be on a film. Posts are due Friday evenings by 10pm (see discussion board and course schedule below for individual submission deadlines). Only one make-up post allowed (if you weren't satisfied with your performance on a previous one).*
- 4) **Current Issue Group Project (10%).** Each student will be assigned to a group of five (5) students to design and present *an audiovisual project related to an ongoing issue in contemporary China*, particularly as it relates to China's foreign relations and global positioning (please see the assignment instructions for ideas and news sources to access in developing your project). The audiovisual component of the project can include video clips, Powerpoint, Keynote, or other presentation tool slides, or even more creatively, an Instagram or other social media feed. Half of your grade will be a group score and the other half an individual score. *Groups and presentation dates will be assigned during Week 2 of sections.*
- 5) **Midterm Examination (15%), Tuesday, March 3, 2:00-3:20 p.m.** The midterm *will cover the first half of the class on historical Chinese emigration*, drawing from the *Chinese Among Others* textbook, the *Letters from Thailand* novel, and the film *Petaling Street Warriors*. The breakdown of the midterm will be: fill-in-the-blanks (30%), multiple choice (50%), and short answers (20%). *A midterm study guide will be made available in advance of the exam.*
- 6) **Current Issue Position Paper (15%).** Based on your group project, each student will write a position paper, 4-5 pages in length each (double-spaced in 12-point Times New Roman font), taking a stance by developing a central argument in relation to the current issue researched (and presented in the group project) and how that issue has been conveyed in different news and/or social media. The paper should explicitly highlight the

issue's importance with respect to either Chinese historical emigration or contemporary foreign relations. The paper must also include the URLs for all links to news sources cited: all sources must be cited as plagiarism will not be tolerated. *Due Wed, Apr 22 in Word format to your section's Blackboard site by 10pm. No late papers.*

- 7) **Final Examination (15%), Thursday, May 7, 2:00-4:00 p.m., THH 201.** The final will cover the second half of the class on Chinese foreign relations, drawing from the *Chinese Foreign Relations* textbook, the *Five Star Billionaire* novel, and the films *Lost in Thailand* and *Shanghai Calling*. The breakdown of the final will be identical to the midterm: fill-in-the-blanks (30%), multiple choice (50%), and short answers (20%). *A final study guide will be made available in advance of the exam.*

A = 93% and above	B = 83-86.5%	C = 72-75.5%	D = 61-64.5%
A- = 90-92.5%	B- = 80-82.5%	C- = 70-71.5%	D- = 60%
B+ = 87-89.5%	C+ = 76-79.5%	D+ = 65-69.5%	F = below 60%

Note on Grading Policy

- **Late Assignments.** Within 12 hours: 5% deduction. Within 24 hours: 10% deduction. Within 2 days (48 hours): 20% deduction. Within 3 days: 30% deduction. Within 4 days: 40%. Over 4 days: 50%.
- **Grade Appeals.** *No discussion of assignment scores with your TA or the professor within 24 hours of receiving them.* Take that time to process the feedback from your instructor. If after that time you feel you have been unfairly graded, *file a report via email (after 24 hours but within 1 week of the assignment's due date)* to the professor that includes: 1) an explanation (from ½-1 typed page) explaining why you think the score is unmerited and addressing the details of the instructor's feedback; 2) a copy of the assignment with the instructor's feedback; 3) any other relevant materials referred to in your explanation. *No score will be changed or altered without following these guidelines, and please be warned that the appeal process may result in the lowering of your original score.*

Note on Email

- The instructor's email response time is between 24-72 hours. Remember that email is a formal mode of communication. The instructor and TAs prefer talking to you during office hours. If our office hours don't work with your schedule, schedule an appointment.

Statement on Academic Conduct and Support Systems

Academic Conduct

- **Plagiarism.** Presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms

of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems

- **The Writing Center:** (213) 740-3691 <http://dornsife.usc.edu/writingcenter/>
 - USC provides resources and support for students who need help with scholarly writing. Check with your advisor or program staff to find out more, or visit the Writing Center in THH 216.
- **American Language Institute:** (213) 740-0079 <http://dornsife.usc.edu/ali>
 - Sponsors courses and workshops specifically for international students for whom English is not a native or first language.
- **Student Health Counseling Services:** (213) 740-7711 – 24/7 on call engemannshc.usc.edu/counseling
 - Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
- **National Suicide Prevention Lifeline:** 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org
 - Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.
- **Relationship and Sexual Violence Prevention Services (RSVP):** (213) 740-4900 – 24/7 on call engemannshc.usc.edu/rsvp
 - Free and confidential therapy services, workshops, and training for situations related to gender-based harm.
- **Office of Equity and Diversity (OED) | Title IX:** (213) 740-5086 equity.usc.edu, titleix.usc.edu
 - Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.
- **Bias Assessment Response and Support:** (213) 740-2421 studentaffairs.usc.edu/bias-assessment-response-support
 - Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.
- **The Office of Disability Services and Programs:** (213) 740-0776 dsp.usc.edu
 - Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.
- **USC Support and Advocacy:** (213) 821-4710 studentaffairs.usc.edu/ssa
 - Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

- **Diversity at USC:** (213) 740-2101 diversity.usc.edu
 - Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.
- **USC Emergency - UPC:** (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call dps.usc.edu, emergency.usc.edu
 - Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.
- **USC Department of Public Safety - UPC:** (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu
 - Non-emergency assistance or information.

Course Schedule

COURSE OVERVIEW

Week 1 (Lectures: 1/14, 1/16)

Only Monday and Friday Sections This Week (No Tue, Wed, Thu Sections)

Readings (for Thu, 1/16 Lecture):

- Kuhn, *Chinese Among Others*: Introduction (1-6)
- Sutter, *Chinese Foreign Relations*: Ch. 1, “Continuity and Strategy in Contemporary Chinese Foreign Policy” (1-18)
- Please read through the grading rubrics posted on Blackboard.

Mon, Fri Sections:

- Student & TA Introductions

I. HISTORICAL EMIGRATION

Week 2 (Lectures: 1/21, 1/23)

No Monday Sections (Martin Luther King Day)

Readings:

- **Kuhn, *Chinese Among Others*: Ch. 1, “Maritime Expansion and Chinese Migration”** (Chapter Intro: **7-8**; “Early Modern China and the World Economy”: **8-10**; “The Southeast Asian Arena”: **10-12**; “Springboard for Emigrants: A Changing Society”: **12-14**; “Strategies for Family Survival”: **14-16**; “Imperial Edict against Unauthorized Migration, 1728”: **18-20**; “Niches, Corridors, and Livelihoods”: **43-46**; “Occupational Specialization”: **46-51**)
- **Botan, *Letters from Thailand***: Prologue, Letters #1-12 (**1-48**)

Tue, Wed, Thu, Fri Sections:

- Student & TA Introductions (non-Fri sections), Group Project Assignments, Reading Discussion

Assignment Reminders:

- Fri, 1/24: Week 2 Discussion Post Due by 10 p.m.

Week 3 (Lectures: 1/28, 1/30)

Readings:

- **Kuhn, *Chinese Among Others*: Ch. 2, “Early Colonial Empires and Chinese Migrant Communities”** (Chapter Intro: **55**; “Establishing Overseas Communities: Venues in Southeast Asia”: **56-57**; “Variant Ecologies: The Colonial Pattern”: **57-58**; “Inscription Celebrating the Reconstruction of the Blue Clouds Pavilion (Qingyunting), Malacca, 1801”: **67-68**; “A Hokkien Merchant-Patron in Eighteenth-Century Batavia”: **70**; “Political and Social Structure”: **74-77**; “Variant Ecologies: The Uncolonized Monarchies”: **77-78**; “Variant Ecologies: The Independent Chinese Regimes”: **82-86**; “Lan Dingyuan (1680-1733), ‘On the Nanyang [South Seas—Southeast Asia]’ (1724)”: **88-89**; “A Proposal to Permit Return of Those Who Have Sojourned Abroad: Memorial to the Throne by Chen Hongmou, Governor of Fujian, 1754”: **91-93**; “Collaborators in Empire”: **103-04**)
- **Botan, *Letters from Thailand***: Letters #13-28 (**49-116**)

Sections:

- Reading Discussion, Weekly Review, Group Assignments (Mon sections only)

Assignment Reminders:

- Fri, 1/31: Week 3 Discussion Post Due by 10 p.m. **FIRST POST DUE BY THIS DEADLINE.**

Week 4 (Lectures: 2/4, 2/6)

Readings:

- **Kuhn, *Chinese Among Others*: Ch. 3, “Imperialism and Mass Emigration”** (Chapter Intro: **107-10**; “The Opium Wars and Their Effects”: **110-112**; “Conditions of Emigration”: **112-14**; “A Chinese Report on the Treatment of Indentured Workers in the Dutch East Indies (1886)”: **121-22**; “A Petition from The Merchants of Canton to the British Consul, 1859”: **128-29**; “Testimony of Kidnapped Victims Rescued from the *Maria Luz*, A Peruvian Ship (1872)”: **130-32**; “Regulation and Legalization of Mass Migration”: **135-38**; “New Directions, New Venues”: **140**)
- **Botan, *Letters from Thailand***: Letters #29-54 (**117-221**)

Sections:

- Reading Discussion, Weekly Review, Report on Group Project Issue Selection

Assignment Reminders:

- Fri, 2/8: Week 4 Discussion Post Due by 10 p.m.

Week 5 (Lectures: 2/11, 2/13)

Readings:

- **Kuhn, *Chinese Among Others*: Chs. 4-5, “Communities in the Age of Mass Migration: I. Southeast Asia, II. Exclusion From, and In, the Settler Societies”** (Ch. 4 Intro: **153-54**; “Changing Colonial Policies and Chinese Adaptation”: **154**; “Structural Changes in Chinese Communities in the Age of Mass Migration”: **170**; “Epitaph for Mr. Cheang [Hong Lom] (Zhang Fanglin)”: **180-81**; “Memorial from Qian Xun, Ambassador

to the Netherlands”: **187-89**; Ch. 5 Intro: **197**; “Chinese Life and Labor in the Settler Societies”: **201-05**; “Origins and Effects of Exclusion”: **205-09**; “An Australian View of Chinese Goldrushers (1862)”: **223-24**; “Chinese Railroad Workers and the Question of ‘Servile Labor’ (1877)”: **227-28**)

- **Botan, *Letters from Thailand***: Letters #55-79 (**222-333**)

Sections:

- Reading Discussion, Weekly Review

Assignment Reminders:

- Fri, 2/14: Week 5 Discussion Post Due by 10 p.m.

Week 6 (Lectures: 2/18, 2/20)

No Sections This Week (*President’s Day Holiday*)

Film:

- ***Petaling Street Warriors*** 大英雄•小男人 (Malaysia: Directed by James Lee 李添興 and Sampson Yuen 袁再顯, 2011)

Reading:

- **Kuhn, *Chinese Among Others*: Chs. 6-7, “Revolution and ‘National Salvation’” and “Chinese Communities in Postcolonial Southeast Asia”** (Ch. 6 Intro: **239**; “The East Asian Revolution” **239-40**; “Liang Qichao’s Portrayal of Great Chinese Colonialists (1906)”: **245-46**; “Nation, Nation-State, and Nationalism”: **247-50**; “Lim Boon Keng on Confucianism, Colonialism, and Modernity (1917)”: **255-57**; “Huang Naishang’s Call for Overseas-Chinese Unity (1899)”: **259-61**; “Japanese Aggression and Chinese ‘National Salvation’”: **271-72**; “The Mosaic of Chinese Nationalism”: **278-81**; Ch. 7 Intro: **283**; “Japan’s Invasion and the Fall of Western Colonialism”: **284-86**; “Assaat, ‘The Chinese Grip on Our Economy’ (1956)”: **289-90**; “Mahathir Bin Mohamad: A Malay View of the Chinese Minority”: **293-94**; “An Anti-Sinitic Tract of 1914: ‘The Jews of the Orient’”: **297-98**; “Chinese Responses to Anti-Sinitism”: **299-300**; “Lim Lian Geok, ‘Declaration of the First Chinese Education Day’ (1955)”: **307-10**)

Assignment Reminders:

- Fri, 2/21: Week 6 Discussion Post Due by 10 p.m. **SECOND POST DUE BY THIS DEADLINE.**

Week 7 (Lectures: 2/25, 2/27)

Readings:

- **Kuhn, *Chinese Among Others*: Ch. 8, “The New Migration”** (Chapter Intro: **321-22**; “The Abandonment of Race-Based Exclusion by the Settler Societies”: **323-26**; “China’s Repudiation of Maoism and Opening to World Commerce”: **326-32** [including “‘Land Reform’ and Overseas Chinese Dependents” and “Perils of ‘Overseas Connections’”]; “The Ethic of the ‘Floating Population’”: **339-40**; “The Reconfiguration of Europe”: **354-56**; “Week in a New York Sweatshop Unearths a ‘Grim Conspiracy of the Poor’”: **358-59**; “Reorienting China’s Policies on Emigration”: **364-67**; “Deng Xiaoping’s Defense of Special Economic Zones, 1992”: **379-80**)
- **Botan, *Letters from Thailand***: Letters #80-96 (**334-410**)

Mon, Tue Sections:

- Reading and Film Discussion, Weekly Review
- Wed, Thu, Fri Sections:
- Midterm Review
- Assignment Reminders:
- Fri, 2/28: Week 7 Discussion Post Due by 10 p.m.

Week 8 (Lectures: 3/3, 3/5)

Midterm Examination:

- Tue, Mar 3 (during lecture)
- Film:
- *Lost in Thailand* 人再囧途之泰囧 (China: Directed by Xu Zheng 徐崢, 2012)
- Mon, Tue Sections
- Midterm Review
- Wed, Thu, Fri Sections
- *Lost in Thailand* Film Discussion
- Assignment Reminders:
- Fri, 3/6: Week 8 Discussion Post Due by 10 p.m.

II. CONTEMPORARY FOREIGN RELATIONS

Week 9 (Lectures: 3/10, 3/12)

Readings:

- Sutter, *Chinese Foreign Relations: Ch. 4, "China's Role in the World Economy and International Governance"* (Chapter Intro, 59-60; "China's Economic Importance," 60-63; "Assessing China's Growing Role in International Economics," 76-78; "Limitations of China's International Economic Influence," 78-79; "China, Multilateralism, and International Governance," 88-93) and Ch. 9, "Relations with Southeast Asia, Australia, New Zealand, and the Pacific Islands" ("Southeast Asia," 209-10; "Australia, New Zealand, and the Pacific Islands," 224-25)
 - Aw, *Five Star Billionaire* (Through Ch. 3: 1-46)
- Mon, Tue Sections:
- Reading and *Lost in Thailand* Film Discussion, Weekly Review
- Wed, Thu, Fri Sections:
- Current Issue Presentation: Group #1, Weekly Review
- Assignment Reminders:
- Fri, 3/13: Week 9 Discussion Post Due by 10 p.m. **THIRD POST DUE BY THIS DEADLINE.**

Week 10

Spring Break: No Lectures and Sections

Week 11 (Lectures: 3/24, 3/26)

Readings:

- **Sutter, *Chinese Foreign Relations*: Ch. 2, “Chinese Leadership Priorities: Implications for Chinese Foreign Relations”** (Chapter Intro, 19-20; “The Evolution of Chinese Priorities after the Cold War,” 20-25; “Twenty-First-Century Foreign Policy Priorities,” 25; “The Outlook for Regime Survival,” 30-32; “China’s Goals in Foreign Affairs,” 33-35) and **Ch. 7, “Relations with Taiwan”** (Chapter Intro, 153-54; “The Impact of China-Taiwan Tensions, 1995-2008,” 155; “The Momentum of Improving Relations: 2008-2015,” 160-61)
- **Aw, *Five Star Billionaire*** (Through Ch. 8: 47-110)

Mon, Tue Sections:

- Current Issue Presentation: Group #1, Weekly Review

Wed, Thu, Fri Sections:

- Current Issue Presentation: Group #2, Weekly Review

Assignment Reminders:

- Fri, 3/27: Week 11 Discussion Post Due by 10 p.m.

Week 12 (Lectures: 3/31, 4/2)

Readings:

- **Sutter, *Chinese Foreign Relations*: Ch. 5, “Chinese National Security Policies”** (“China’s National Security Concerns and Military Actions,” 101-11) and **Ch. 8, “Relations with Japan and Korea”** (Chapter Intro, 173-74; “Relations with Japan,” 174-76; “Relations with the Korean Peninsula,” 192-93)
- **Aw, *Five Star Billionaire*** (Through Ch. 12: 111-161)

Mon, Tue Sections:

- Current Issue Presentation: Group #2, Weekly Review

Wed, Thu, Fri Sections:

- Current Issue Presentation: Group #3, Weekly Review

Assignment Reminders:

- Fri, 4/3: Week 12 Discussion Post Due by 10 p.m. **FOURTH POST DUE BY THIS DEADLINE.**

Week 13 (Lectures: 4/7, 4/9)

Readings:

- **Sutter, *Chinese Foreign Relations*: Ch. 3, “Changing Patterns in Decision Making and International Outlook”** (Chapter Intro, 37-40; “Key Decision Makers in Chinese Foreign Policy,” 41-42; “The Foreign Policy Concerns and Worldview of Chinese Leaders,” 42-48) and **Ch. 12, “Relations with the Middle East, Africa, and Latin America”** (Chapter Intro, 287-89; “Relations with Africa,” 299-304; “Relations with Latin America,” 314-18)
- **Aw, *Five Star Billionaire*** (Through “How to Be Inventive—Property-Management Case Study, Continued”: 162-214)

Mon, Tue Sections:

- Current Issue Presentation: Group #3, Weekly Review

Wed, Thu, Fri Sections:

- Current Issue Presentation: Group #4, Weekly Review

Assignment Reminders:

- Fri, 4/10: Week 13 Discussion Post Due by 10 p.m.

Week 14 (Lectures: 4/14, 4/16)

Readings:

- **Sutter, *Chinese Foreign Relations: Ch. 6, “Relations with the United States”*** (Chapter Intro, **125-26**; “Twenty-First-Century Developments,” **129-30**; “The Status and Outlook of Chinese-U.S. Relations,” **136-37**; “Other Contemporary Issues and Their Implications,” **149-52**)

- **Aw, *Five Star Billionaire*** (Finish Novel: **215-379**)

Mon, Tue Sections:

- Current Issue Presentation: Group #4, Weekly Review

Wed, Thu, Fri Sections:

- Current Issue Presentation: Group #5, Weekly Review

Assignment Reminders:

- Fri, 4/17: Week 14 Discussion Post Due by 10 p.m.

Week 15 (Lectures: 4/21, 4/23)

Film (Viewing & Discussion During Tue, Thu Lectures):

- ***Shanghai Calling*** 纽约客@上海 (US/China: Dir. Daniel Hsia 夏伟, 2012)

Mon, Tue Sections:

- Current Issue Presentation: Group #5, Weekly Review

Wed, Thu Sections:

- Weekly Review

Fri Sections:

- Final Review

Assignment Reminder:

- Wed, 4/22: **Current Issue Position Paper Due to Blackboard via Turnitin by 10 p.m.**
- Fri, 4/24: Week 15 Discussion Post Due by 10 p.m. **FINAL POST DUE BY THIS DEADLINE.**

Week 16 (Lectures: 4/28, 4/30)

No Friday Sections

Mon, Tue, Wed, Thu Sections:

- Final Review

Finals Week (Exam: 5/7)

Final Exam:

- **Thursday, May 7, 2:00-4:00 p.m., THH 201**

Enjoy Your Summer Break! ☺