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Class: Friday,
Location: Sturm 433
Office Hours: M&W,
2-3:45pm and by appointment
Course Description
In 1999, Gerald Segal, a British political commentator, wrote a highly influential piece titled “Does China Matter.” Segal argued that China’s influence had been vastly exaggerated and, in fact, the country mattered no much more than a “second rank middle power” like Mexico – a country that matters in the region but “matters relatively little to the world.”

What a difference a decade can make. When Segal wrote this piece, Chinese economy was the sixth biggest in the world. Even to many Chinese, overtaking America would be beyond their wildest dream. Today, Chinese economy is the second biggest in the world, and overtaking America has become within sight. Few people would still ask the question “does China matter.” Instead, the issue has shifted to “how.” Nowhere is this question more important than in the United States, the country who is currently the world’s dominating power but may soon face a transition to “co-governance.”

Since these two countries are world powers with global responsibilities, how they cope with each other will shape the future of not only their own people but the rest of the world. Will this transition process be peaceful? What implications will this process bring to the people of these two countries? Can American retain its global leadership by shifting to “soft power” – that is, by being a pioneer in promoting universal values and popular culture? These are just some of the questions we will explore in this class.

Online Learning
This is a hybrid class, and during some weeks, teaching and learning will occur online. Such a setting has some amazing strengths compared with traditional classroom learning: flexibility in time and place, more student-centered, dynamic interactions between the instructor and students and among students themselves, etc. Meanwhile, though, teaching and learning in cyberspace also create new challenges. To begin with, students need to possess a functioning level of computer knowledge in order to learn effectively in an online environment. The word “flexibility” is a double-edged sword. Students should not stretch
their understanding of this term to the extent of minimizing commitment to learning. In fact, if anything, student engagement and participation are all the more important for the success of online learning.

Practically, attending this online class means you need to make your presence known to the instructor and fellow students on a weekly basis as the course requirements dictate. Evidence of your attendance will be your regular and consistent “presence” in our discussion board, confirmation that you have read all assignments, course guidelines and announcements, and email exchanges with me. Your attendance grade will suffer if your presence is not evident consistently during each week and from week to week.

I certainly do not require you to log onto our Bb course site every single day during each week of class. But I do expect you to log onto this site at least TWICE during each online week. Your online learning activities should spread throughout the week: that is, you need to log in and participate in online discussions at least ONCE from Friday to Monday, and at least ONCE from Tuesday to Thursday. You cannot log in on just one day per week or concentrate your activities on just the first or latter half of the week. Overall, you should expect to spend 5-6 hours each week to complete the readings, discussions, and Bb assignments. Every online week you need to have at least FOUR posts, two of which will be answering questions from me, and the other two will be making comments on posts from your fellow classmates.

**Requirements and Grading**

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<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Memos:</td>
<td>20 points (10 points/each)</td>
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<td>Simulation Projects:</td>
<td>20 points (10 points/each)</td>
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<tr>
<td>Online Forum Participation:</td>
<td>40 points (10 points/week)</td>
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<td>Take home Final:</td>
<td>100 points</td>
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<tr>
<td>Total:</td>
<td>180 points</td>
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Grades | Number of Total Points
--- | ---
A | 167-180
A- | 162-166
B+ | 157-161
B | 150-156
B- | 144-149
C+ | 138-143
C | 131-137
C- | 125-130
D+ | 119-124
D | 113-118
D- | 108-112
F | 0-117

**Basic Concepts in International Relations**

9/12 | Introduction (no readings required)


**Contending Theories of International Relations**


Robert Keohane and Joseph Nye, “The characteristics of complex interdependence” in *Classic Readings of International Relations*, pp. 93-94.


9/26 Online discussion

10/3 In-class Simulation: students will be divided into three groups with each group assigned a major theoretical perspective (Realism, Liberalism, Constructivism), clarifying on how to understand US-China relations from their perspectives.

**Memo 1 Due**

**Brief History of US-China Relations**

10/10 Online discussion


Schaller, *United States and China*, chapters 4-5.
Contentious Issues in US-China Relations (I): Human Rights

Wan, Human Rights in Chinese Foreign Policy, chapter 3.

Contentious Issues in US-China Relations (II): “Right to Develop” Debate

Contentious Issues in US-China Relations (III): Fair Trade

Why does it matter to the world – Washington Consensus vs. Beijing Consensus
10/24 Online Discussion


Memo 2

Online Discussion

Concluding Remarks and Review


Memo 2 Due

11/17  Take-home Final (4-8pm).