Course description: This course on U.S. – China relations gives particular attention to ways in which the historical legacy has influenced today’s complex bilateral relationship. We will explore together the differing national narratives that continue to define our perception of each other. Historical topics include the unequal treaties, role of missionaries and Chinese immigration, the Boxer rebellion, and American reactions to Chinese nationalism and communism. The primary focus, however, will be on the post WW II period, the renewal of U.S. – China relations in the 1970s and 1980s, and current strategic, economic, cultural, political, and geo-political issues. Each class will include a student presentation on a current topic in U.S. relations. Students will be exposed to different kinds of primary and secondary sources, and will learn how to critique historical and contemporary writing about U.S. – China relations. Guest speakers will insure that a diversity of opinions are presented.

Instructor's background: My father was born in China and I grew up in Japan and Korea before undertaking graduate study at Stanford University in Chinese history. These personal factors
contributed to my long-standing personal and professional interest in U.S. – Asia, and especially U.S. – China relations. My first of almost annual trips to China was in 1974, and I most recently lived in Kunshan from 2013-2015 serving as founding Executive Vice Chancellor of Duke Kunshan University. I am president emerita of Agnes Scott College and previously served as Visiting Distinguished Professor of China Studies at Emory University; Director of the Asia Program of the Woodrow Wilson Center in Washington, D.C.; and Director of the Committee on Scholarly Communication with the People’s Republic of China, National Academy of Science.

My special academic interests have been U.S. – China cultural relations with a particular focus on education, science, and American philanthropy. My most recent publications include *The Oil Prince’s Legacy: Rockefeller Philanthropy in China* (Stanford, 2011), and *Medical Transitions in Twentieth Century China* (co-edited, Indiana, 2014).

I have been fortunate to serve on the boards of a number of organizations with an interest in Asia including the National Committee on U.S. – China Relations, the China Medical Board, the Asia Foundation, and the Henry Luce Foundation. Working with these organizations has given me insight into the cultural and non-governmental relations between our two countries.

I am looking forward to learning more about Chinese views of U.S. – China relations from the students at Duke Kunshan University.

**Course Goals / Objectives**

Students will gain familiarity with the main topics of the U.S. - China relationship since the 19th century with a particular focus on the post-WWII and current 21st century period; understand the complex interplay between domestic and foreign relations in each country; and learn critical reading skills to scan and interpret both primary and secondary sources. Students learn oral presentation and essay writing skills. Students will consider and debate equally the many points of view in the United States and China.

**Required Text(s)/Resources**

1. Dong Wang, *The United States and China: A History from the Eighteenth-Century to the Present* (2013), Ebook. Also there are several copies of this book placed on reserve in DKU library.

Additional required articles or chapters of books as required reading. Refer to readings on Sakai site.

**Recommended Text(s)/Resources**

Provide full bibliographic entry for each source.
Provide URLs for electronic resources.
Additional Materials (optional)

Selected films may need to be obtained, depending on what is available in the Duke Kunshan University film library. The instructor will coordinate these needs with the library and IT staff at DKU.

Course Requirements / Key Evidences

Take two quizzes, lead class discussions on current topics in U.S. – China relations, write three short papers and complete a final take-home assignment. Work in groups and present group conclusions. Students will be required to attend any scheduled guest lectures.

Technology Considerations, if applicable

Utilization of Sakai to organize class discussions, and for students to upload assignments such as papers, quizzes, and final exam. Classroom computer, projector, and screen.

Assessment Information / Grading Procedures

- **Two in-class quizzes:** 10% for both (5% each)
- **Class attendance and individual participation on Sakai and in class:** 20%
- **Oral presentations:** 10%
- **Three short papers, 750 words each:** 45% [15% each].
  - *Formatting: 1 inch margins, 12 point Times New Roman font, double-spaced.
  - *These are “response papers”: You will write your response to a question concerning the readings, videos, etc.
- **Final take-home assignment, essay:** 15%.

Specific learning objectives will be aligned with the assignments and projects in the course. Students will receive a framework (rubric) for course work so that they understand the criteria for performance and the system for assignment of points for grades. Guidance on group work and class participation will be provided for students not accustomed to an open discussion style of pedagogy.

Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)
This course will be of interest to students of various backgrounds. Each may come with her or his personal interests and objectives but the course fosters deep exchanges among these students to help them understand the history, politics, and economics of the past 300 years of US-China relations.

Course Policies and Guidelines

- **COURSE POLICIES AND GUIDELINES:**
  Instructors’ expectations for all assignments and activities will be made as explicitly as possible, given the likelihood of a wide range of background conventions and habits among the students. The Duke Kunshan University Community Standard will be discussed and adhered to.

- **ACADEMIC INTEGRITY:**
  Each student is bound by the academic honesty standard of the Duke Kunshan University. Its Community Standard states: “Duke Kunshan University is a community composed of individuals of diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.” Violations of the DKU academic honesty standard will not be tolerated. Cheating, lying, falsification, or plagiarism in any practice will be considered as an inexcusable behavior and will result in zero points for the activity. If you need guidance on how to quote, paraphrase, cite sources, etc., just let me know.

- **CLASS ATTENDANCE:**
  I expect students to attend every class. We only have 7 weeks to cover one semester of material so every class is important! Students are responsible for all the information presented in class. Class attendance and participation are important components of the learning experience. All students are expected to participate during class time.

- **POLICY ON MAKE-UP WORK/EXAMS:**
  Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with DKU policy. You must notify the instructor in advance if you will miss an exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.

- **POLICY ON PHONES AND OTHER ELECTRONIC DEVICES:**
  ~The use of mobile phones IS PROHIBITED during the class. Turn them off during class. Cell phones disrupt learning. Cell phone noises of any kind disturb the instructor and the whole class. If you use your cell-phone during class, I will lower your grades immediately.
  ~Tablets and laptops can be used during class but ONLY for taking notes during lectures. Laptops will be turned off during class discussions. This is to encourage active listening to classmates and full participation in discussions.
  ~However, use of your tablets and laptops for email, social media sites, and web-surfing IS PROHIBITED, and such actions will lower your grades immediately.
  ~Exception: You may use electronic dictionaries
Tentative Course Outline or Schedule

Note: Readings will be updated during 2017 to include additional Chinese perspectives. Additional articles or chapters will also be assigned on Sakai. Some readings may be divided between groups of students who will be responsible for reading and posting comments. The readings below are intended to provide a common framework for the course.

Week One (Week of August 28): NATIONAL MYTHS, IDEOLOGIES AND PERCEPTIONS

Overview of U.S. – China relations focusing on ways in which each country has perceived itself and each other. The role of national myths in bilateral relations and the key role of ideology in U.S. – China relations. Mutual perceptions over time.

During this first week there will be time to discuss historiography, including how to read and interpret readings related to U.S. – China relations. Also focus on how to scan, read quickly in order to focus on author’s approach and major points.

Readings:
Sutter, Chapter 1 and 2.

Week Two (Week of Sept. 4): 19th CENTURY LEGACIES

Exploration of the experience of Chinese immigrants to the United States, the role of missionaries in China, and the Boxer rebellion. Attention to the role of the Chinese diaspora, Christianity, and memories of the Boxer rebellion in 20th and 21st century bilateral relations today.

Readings:
Dong Wang, 73-120.

Video:
Week Three (Week of Sept. 11): REPUBLICAN ERA LEGACIES


Readings:
Dong Wang, 123-172.

Week Four (Week of Sept. 18): CONFLICT AND RAPPROCHEMENT

The Korean War, Cold War and renewal of relations. Focus on differing interpretations of this period, including examination of the “lost China” debate, Chinese and American perceptions of the “road to normalization.” Unresolved issues.

Readings:
Sutter, 39-94.

Video:


Understand the ways in which the Taiwan question, trade issues, Tiananmen, and human rights intersected in US-China relations. Perspectives of both countries. Looking at 1999 as a symbolic year, the *annus horribilis* with the Belgrade bombing, WTO negotiations, Wen Ho Li case and Cox Report.

Readings:
Sutter, 95-146.
Dong Wang, 247-304

*(October 1-7 National Day and Mid-Autumn Holiday)*
**Week Six (Week of Oct. 9):**  **TWENTY-FIRST CENTURY RELATIONS**

Explore the domestic economic, political and security context for China-U.S. relations. Role of national leaders and popular sentiment. Debates about implications of China as a rising/global power, U.S. as declining power.

**Readings:**
Shambaugh, 103-148, 293-311. Chapter on American domestic influences by Robert Sutter, on Chinese domestic influences by Yufan Hao and Taiwan by Shelley Rigger.
Sutter, 191-242.
Shambaugh, 235-259. Chapter by Christopher Twomey on the military-security relationship.

**Week Seven (Week of Oct. 16):**  **CHINA AND THE U.S. AS GLOBAL POWERS**

Focus on regional and international issues and role of the U.S. and China in the Pacific. Soft power and respective visions for the future.

**Readings:**
Robert Kaplan, “The South China Sea is the Future of Conflict,” in *Foreign Policy*, (August 15, 2011.)*

Oct. 23: Final take-home writing assignment due on Sakai.

*Updated material on South China Sea issues to be included.*