

Spring 2025: PPHA 35588 Political Economy of China in the Global Era
TENTATIVE: SUBJECT TO CHANGE

Information about this course

Background and Goals

China's rapid rise to the center of the global stage has generated much global attention. This course is designed to survey the basics of Chinese institutions, their role in the rise of China, and their interaction with the world. The course begins with a basic introduction of the political and economic institutions of China and its major features. Next, we examine how these institutions have shaped China's rise as a global power. Finally, we examine how the Chinese institutions interact with the world in the modern era of globalization, and how does China navigate the challenges that arises with its increasing global status. This course will introduce basic theories of non-democratic politics and international politics, both qualitative and quantitative, when necessary. However, the focus of the course is not the theories themselves. We will use these theories to facilitate the discussions of various topics around China.

Prerequisites

Students are expected to complete the Harris School MPP core courses.

How this class will work

We will meet on Tuesdays and Thursdays in Keller 0001.

Section 1: 2:00pm to 3:20pm

Section 2: 3:30pm to 4:50pm

Our expectation is that you attend class in-person, barring short term absences. If you need to be temporarily absent from class due to an illness or other emergency, you should contact me directly about temporary arrangements.

Topics, readings, and schedule

The topic for each lecture is listed below. This course does not have a textbook. Suggested readings for each topic will be updated on Canvas.

- Week 1: Introduction

Suggested readings:

Akamatsu, Kaname. 1962. "A Historical Pattern of Economic Growth in Developing Countries." *Developing Economies* 1 (August): 3–25. <https://doi.org/10.1111/j.1746-1049.1962.tb01020.x>

Flint, Colin. "Chapter 8: Global Geopolitical Structure: Framing Agency." In *Introduction to Geopolitics*, 207-232. New York: Routledge, 2022.

Modelski, George. 1978. "The Long Cycle of Global Politics and the Nation-State." *Comparative Studies in Society and History* 20 (2): 214–235.
<https://www.jstor.org/stable/178047>

Shenkar, Oded. "Chapter 2: The Middle Kingdom." In *The Chinese Century: The Rising Chinese Economy and Its Impact on the Global Economy, the Balance of Power, and Your Job*, 25-40. Upper Saddle River: Pearson Education, 2006.

Shenkar, Oded. "Chapter 3: Like No Other." In *The Chinese Century: The Rising Chinese Economy and Its Impact on the Global Economy, the Balance of Power, and Your Job*, 41-58. Upper Saddle River: Pearson Education, 2006.

- Week 2: China's political institutions
- Week 3 and 4: China's world views and international identity

Suggested Readings:

Shambaugh, David. 2011. "Coping with a Conflicted China." *The Washington Quarterly* 34 (1): 7–28. <https://doi.org/10.1080/0163660X.2011.537974>

Shambaugh, David. 2020. "Chapter 1: China's Long March to Global Power." In *China and the World*, edited by David Shambaugh, 3-22. New York: Oxford University Press.
<https://doi-org.proxy.uchicago.edu/10.1093/oso/9780190062316.003.0001>

Gries, Peter. 2020. "Chapter 4: Nationalism, Social Influences, and Chinese Foreign Policy." In *China and the World*, edited by David Shambaugh, 63-84. New York: Oxford University Press. <https://doi-org.proxy.uchicago.edu/10.1093/oso/9780190062316.003.0004>

Zhao, Suisheng. 2020. "Chapter 5: China's Foreign Policy Making Process: Players and Institutions." In *China and the World*, edited by David Shambaugh, 85-110. New York: Oxford University Press. <https://doi-org.proxy.uchicago.edu/10.1093/oso/9780190062316.003.0005>

Deng, Xiaoping. 1974. "Speech by Chairman of the Delegation of the People's Republic of China, Deng Xiaoping, At the Special Session of the U.N. General Assembly." <https://www.marxists.org/reference/archive/deng-xiaoping/1974/04/10.htm>

Deng, Xiaoping. 1985. "Peace and Development Are the Two Outstanding Issues in the World Today." <https://www.marxists.org/reference/archive/deng-xiaoping/1985/213.htm>

Hu, Jintao. 2005. "Build Towards a Harmonious World of Lasting Peace and Common Prosperity." <https://www.un.org/webcast/summit2005/statements15/china050915eng.pdf>

Xi, Jinping. 2015. "Working Together to Forge a New Partnership of Win-win Cooperation and Create a Community of Shared Future for Mankind." https://gadebate.un.org/sites/default/files/gastatements/70/70_zh_en_25.pdf

Tobin, Liza. 2018. "Xi's Vision for Transforming Global Governance: A Strategic Challenge for Washington and Its Allies." *Texas National Security Review* 2 (1): 154-166. <http://dx.doi.org/10.26153/tsw/863>

Zhang, Denghua. 2018. "The Concept of 'Community of Common Destiny' in China's Diplomacy: Meaning, Motives and Implications." *Asia & the Pacific Policy Studies* 5 (2): 196–207. <https://doi.org/10.1002/app5.231>

- Week 5 and 6: China's foreign relations

Suggested Readings:

Freeman, Chas W, Jr. 2020. "Chapter 3: China's National Experiences and the Evolution of PRC Grand Strategy." In *China and the World*, edited by David Shambaugh, 37-59. New York: Oxford University Press. Read from page 49. <https://doi-org.proxy.uchicago.edu/10.1093/oso/9780190062316.003.0003>

Sutter, Robert. 2020. "Chapter 10: China's Relationships with the United States." In *China and the World*, edited by David Shambaugh, 211-232. New York: Oxford University Press. <https://doi-org.proxy.uchicago.edu/10.1093/oso/9780190062316.003.0010>

Voskressenski, Alexei D. 2020. "Chapter 11: China's Relationships with Russia." In *China and the World*, edited by David Shambaugh, 233-250. New York: Oxford University Press. <https://doi-org.proxy.uchicago.edu/10.1093/oso/9780190062316.003.0011>

Godement, François. 2020. "Chapter 12: China's Relationships with Europe." In *China and the World*, edited by David Shambaugh, 251-269. New York: Oxford University Press. <https://doi-org.proxy.uchicago.edu/10.1093/oso/9780190062316.003.0012>

Yahuda, Michael. 2020. "Chapter 13: China's Relationships with Asia." In *China and the World*, edited by David Shambaugh, 270-290. New York: Oxford University Press. <https://doi-org.proxy.uchicago.edu/10.1093/oso/9780190062316.003.0013>

Eisenman, Joshua, and Eric Heginbotham. 2020. "Chapter 14: China's Relations with Africa, Latin America, and the Middle East." In *China and the World*, edited by David Shambaugh, 291-312. New York: Oxford University Press. <https://doi-org.proxy.uchicago.edu/10.1093/oso/9780190062316.003.0014>

Kondapalli, Srikanth. 2020. "Chapter 15: Regional Multilateralism with Chinese Characteristics." In *China and the World*, edited by David Shambaugh, 313-339. New York: Oxford University Press. <https://doi-org.proxy.uchicago.edu/10.1093/oso/9780190062316.003.0015>

Brautigam, Deborah, and Meg Rithmire. 2021. "The Chinese 'Debt Trap' is a Myth." *The Atlantic*, February 6, 2021. <https://www.theatlantic.com/international/archive/2021/02/china-debt-trap-diplomacy/617953/>

Bloomberg Originals. 2022. "The Myth of the Chinese Debt Trap in Africa." Video, 19:14. <https://www.youtube.com/watch?v=-QDEWwSkP0>

- Week 7: China's soft power

Suggested Readings:

Kurlantzick, Joshua. 2007. "Chapter 1: Courting the World." In *Charm Offensive: How China's Soft Power is Transforming the World*, 1-11. New Haven: Yale University Press.

http://proxy.uchicago.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=204485&site=eds-live&scope=site&ebv=EB&ppid=pp_1

Kurlantzick, Joshua. 2007. "Chapter 4: The Tools of Culture." In *Charm Offensive: How China's Soft Power is Transforming the World*, 61-81. New Haven: Yale University Press.

http://proxy.uchicago.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=204485&site=eds-live&scope=site&ebv=EB&ppid=pp_61

Kurlantzick, Joshua. 2007. "Chapter 5: The Tools of Business." In *Charm Offensive: How China's Soft Power is Transforming the World*, 82-107. New Haven: Yale University Press.

http://proxy.uchicago.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=204485&site=eds-live&scope=site&ebv=EB&ppid=pp_82

Nye, Joseph S, Jr. 2023. "The Rise of Chinese Soft Power" In *Soft Power and Great-Power Competition: Shifting Sands in the Balance of Power Between the United States and China*, 87-127. Singapore: Springer Singapore. <https://doi.org/10.1007/978-981-99-0714-4>

- Week 8: China's security challenges

Suggested readings:

Craig, Susan L. 2007. "Chapter 2: Traditional Security Challenges." In *Chinese Perceptions of Traditional and Nontraditional Security Threats*, 25-99.
<https://www.govinfo.gov/content/pkg/GOVPUB-D101-PURL-LPS81862/pdf/GOVPUB-D101-PURL-LPS81862.pdf>

Craig, Susan. 2007. "Chapter 3: Nontraditional Security Challenges." In *Chinese Perceptions of Traditional and Nontraditional Security Threats*, 101-129.
<https://www.govinfo.gov/content/pkg/GOVPUB-D101-PURL-LPS81862/pdf/GOVPUB-D101-PURL-LPS81862.pdf>

- Week 9: China under Globalization

Suggested readings:

Deng, Yong, and Thomas G. Moor. 2004. "China Views Globalization: Towards a New Great-Power Politics?" *The Washington Quarterly* 27 (3): 117-136.
<https://doi.org/10.1162/016366004323090296>

Acharya, Amitav. 2021. "Back to the Future or a Brave New World? Reflections on How the COVID-19 Pandemic is Reshaping Globalization." In *Consensus or Conflict? China and Globalization in the 21st Century*, edited by Huiyao Wang and Alistair Michie, 3-15. Singapore: Springer Singapore. <https://doi.org/10.1007/978-981-16-5391-9>

Wang, Huiyao. 2021. "Bretton Woods 2.0? Rebuilding Global Governance for the Post-pandemic Era." In *Consensus or Conflict? China and Globalization in the 21st Century*, edited by Huiyao Wang and Alistair Michie, 113-126. Singapore: Springer Singapore. <https://doi.org/10.1007/978-981-16-5391-9>

Jacques, Martin. 2021. "The Pandemic, Governance and the Year of the 'Great Transition'." In *Consensus or Conflict? China and Globalization in the 21st Century*, edited by Huiyao Wang and Alistair Michie, 291-300. Singapore: Springer Singapore. <https://doi.org/10.1007/978-981-16-5391-9>

Bell, Daniel A., and Pei Wang. 2021. "It's Just Hierarchy Between States: On the Need for Reciprocity." In *Consensus or Conflict? China and Globalization in the 21st Century*, edited by Huiyao Wang and Alistair Michie, 335-345. Singapore: Springer Singapore. <https://doi.org/10.1007/978-981-16-5391-9>

Student assignments

The evaluation of the course contains 3 elements. First, we will have 3 short problem sets, that takes up 30% of the total grade. Second, we will have an in-class midterm exam on April 22th that takes up 30% of the total grade. Third, we will have a take-home final exam that takes up 40% of the total grade. The details of the take-home final exam will be updated towards the end of the quarter.

Instructor Office Hours

Wed 2:00pm to 3:00pm, Keller 3099 or Zoom, by appointment:
<https://calendly.com/victorruan360/15min>

Teaching assistant(s) and/or graders

TBD

Harris School and University of Chicago Policies

- Academic integrity

The Harris School has a formal policy on academic integrity that you are expected to adhere to. Examples of academic dishonesty include (but are not limited to) turning in someone else's work as your own, copying solutions to previous years' assignments, and receiving any unapproved assistance on exams. We have a zero-tolerance policy for academic dishonesty in this course. All students suspected of academic dishonesty will be reported to the Harris Dean of Students for investigation and adjudication. The disciplinary process can result in sanctions up to and including suspension or expulsion from the University. In addition to disciplinary sanctions, students who commit academic dishonesty may also be penalized in their course grades at the discretion of the instructors.

- Disability accommodations

The University of Chicago is committed to ensuring equitable access to our academic programs and services. Students with disabilities who have been approved for the use of academic accommodations by Student Disability Services (SDS) and need a reasonable accommodation(s) to participate fully in this course should follow the [procedures established by the Harris School of Public Policy](#).

Timely notifications are required to ensure that your accommodations can be implemented. Currently registered students are asked to notify the Harris Student Disability Liaison, [Marley Mandelaro](#), of their access requests by the end of the first week of the quarter. The Harris Student Disability Liaison will work with the student and instructor to coordinate the implementation of student accommodations. Harris students are not required to submit their accommodations letter to the instructor.

Students who are facing extenuating circumstances at any point during the quarter should reach out to their Academic Advisor in the Dean of Students Office for support. If you feel you need accommodations on an ongoing basis, contact [Student Disability Services](#).

- Diversity and inclusion

The Harris School of Public Policy welcomes and respects students, faculty, and staff from a wide range of backgrounds, experiences, and perspectives as part of our commitment to building an inclusive community. Fostering an environment that encourages rigorous inquiry and effective public policy problem-solving requires the involvement and understanding of diverse

viewpoints, experiences, and traditions. As a leading public policy school, Harris holds diversity as a core value. That includes not only diversity of opinion, but diversity along a broad spectrum of factors, including race, ethnicity, national origin, gender identity, sexual orientation, ability status, religion, socio-economic background, and social or political belief. Recognizing the value of diversity and inclusion is essential to combating discrimination, addressing disparities, and cultivating ethical and clear-eyed policy leadership.

- Use of AI

We do not expect AI to be beneficial in this course. Nevertheless, any student using AI takes full responsibility for the accuracy of AI-generated content. The student should review and edit any generated content to avoid inaccuracies, biased outputs, or misinterpretations. Excessive reliance on AI content, without proper attribution, may lead to unintentional plagiarism, as LLM models have been accused of plagiarism. It may also limit the students' accumulation of skills and understanding of the material.