

POL242 China-Africa Encounters
Spring 2018
Class: M, W 2:00 – 3:15 Manchester 121

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Office Hours: T. 10:00 – 12:00 pm or by appointment

Description

A professor once said to me that China-Africa encounters are like a Pandora's box. One can find in it a little bit of everything. Indeed, the scope of this course can be very wide given that China-Africa encounters are both historically rich and currently very timely. As a reflection of this richness, the course is designed to be strongly inter-disciplinary, materials assigned include political science scholarship but also anthropology, economics, history, sociology, and cultural studies, current affairs news and podcasts. Students will quickly learn that China-Africa encounters can be a very polarized topic of study. Therefore, one of the many goals of this course is to get students to be exposed to a variety of perspectives, read from different sources, and approach all readings with critical attitude.

Learning objectives:

By the end of the semester, students are expected to be able to:

- Be knowledgeable about the contemporary relations between China and African states,
- Evaluate the challenges and advantages of China's increasing presence in Africa from the perspectives of African and Chinese stakeholders,
- Be able to draw parallels as well as differences in the history of foreign powers' influences on the African continent and situate China in the broader picture.
- Understand China's interests, risks, and strategies in its engagements with African states.
- Think and write critically about current affair issues regarding China-Africa encounters.
- Develop group work skills both in writing short papers and oral presentations.

Required Materials

- [Available online] Chris Alden, Abiodun Alao, Zhang Chun, Laura Barber 2018 China and Africa Building Peace and Security Cooperation on the Continent (Alden et al)
- A selection of articles and chapter either hyperlinked below or uploaded on Sakai.

Grade Distribution

- ✓ Exam 1: 15%
- ✓ Exam 2: 15%
- ✓ Five pop quizzes: 15 %
- ✓ Team Presentations: 15 %
- ✓ Attend a talk outside of class and write a short report: 5%

- ✓ Attendance and class participation: 10%
- ✓ Term papers/briefs first draft: 5%
- ✓ Term papers/briefs final draft: 20 %

Pop quizzes: These are questions on readings required for any given session. You are expected to come to class well-read and prepared for discussion, and these quizzes will test that preparedness. You can use your notes to answer quizzes. Note that there is **NO make-up** opportunity for missed quizzes.

Exams: exams are take-home format; the questions will be distributed in class and your responses will be due a week later.

Class performance: Students are expected to actively debate, engage, and critically reflect on class material. Although class roll will be taken and unexcused absences will be sanctioned, the bulk of the grade is about the *quality* and *frequency* of participation.

If you prefer to participate by sending weekly questions via email, talk to me to arrange this.

Team Presentations: Students are asked to collaborate in small groups and present (one time for each small group) during the semester on a theme of your interest. The presentations will be scheduled on Wednesdays, a calendar will be established during the first week of class.

When it's your team's turn to present: make sure you find 2 articles or an article and a podcast/video (not on the syllabus), prepare a critical analysis of all the readings, organize your presentation to reflect your analysis (strengths, weaknesses, and questions for discussion). Make sure to email the readings you pick as well as your slides to the instructor on the Monday prior to your presentation. (By 7 pm)

Final Project: In this assignment, you will be writing a research paper on a topic related to China-Africa relations. You will propose a topic inspired from a theme covered in class and formulate a research question/puzzle around it. Note that you also are encouraged to explore themes that are not on the syllabus, but you will be required to confirm with me your research topics before the first assignment is due. Once we agree on your topics and questions, we will have regular sessions (during my office hours) to discuss your progress and learn from each other's research and writing experiences. Papers are expected to be between 2200 and 2500 words. Paper topics and outlines are due by 03/19 at 5:00 pm, first drafts are due on April 3rd by 5:00 pm, and the final draft is due on May 2nd no later than 5 pm.

Note that late work is penalized by a third of a letter grade/day.

Grading Scale:

	B+ (87-89.9)	C+ (77-79.9)	D+ (67-69.9)	
A (93-100)	B (83-86.9)	C (73-76.9)	D (63-69.9)	F (0-60)
A- (90-92.9)	B- (80-82.9)	C- (70-72.9)	D- (60-62.9)	

Course policies:

(a) Learning Assistance Statement

I am happy to accommodate special learning needs that are documented with the Learning Assistance Center (758-5929). In order to do so, students must present documentation to me from the Learning

Assistance Center within the first two weeks of the semester that detail the necessary accommodations. It is your responsibility to inform me about these needs.

(b) Laptop and Cell Phone Policy

Per Department policy, laptops are not allowed in the classroom, except in cases of documented accommodations. Cell phones must be turned off and put away during class.

(c) Academic Dishonesty

Cheating and plagiarism are nothing short of stealing and, thus, violate the core of the values at the heart of Wake Forest University. Plagiarism is the use of other people’s words or ideas without giving them credit. All direct quotes, paraphrases, and borrowed ideas must be properly cited in your written work. Plagiarism includes copying from other people’s papers, from websites, and other people’s exams. Academic dishonesty includes using any work from previous classes for any of your assignments in this course. The minimum penalty for plagiarism is an F for the course. In addition, you will likely be subject to severe disciplinary action.

This syllabus is subject to change, either verbally or via email, at the discretion of the instructor.

Important Dates:

Classes Begin	January 17
Official University Holidays - no classes	Spring break: March 3 - 11, Good Friday March 30. ISA Conference April 3-7
Exam 1	Emailed on 02/19 and due on 02/27 at noon
Exam 2	Emailed on 03/19 and due on 03/27 at noon
First draft of papers	Due on 04/03 at noon
Final Projects	Due on May 02 at 5:00 pm
Reading Day - no classes	May 3
Final Exams	May 4 -11

Course Schedule

Week 1 Introduction to the course

W. snow day (no class).

Week 2 (January 22 – 25) Between Old and New Silk Roads

M. a) Course Introduction (take 2).

b) George T. Yu, 1966 “China’s Failure in Africa,” Asian Survey, volume 6 (8) pp. 461-68.

W. a) Julia C. Strauss, 2009 “The Past in the Present: Historical and Rhetorical Lineages in China’s Relations with Africa,” The China Quarterly 199 (4) pp. 777-95.

b) Helen F. Siu and Mike McGovern, 2017 “China–Africa Encounters: Historical Legacies and Contemporary Realities” Annual Review of Anthropology. (46) pp. 337–55.

Week 3 (January 29 – 31) Pragmatism or Third World Solidarity?

M. a) Alden Chris and Ana Cristina Alves, 2017 “China’s Regional Forum Diplomacy in the Developing World: Socialization and the Sinosphere” Journal of Contemporary China, 26 (103) pp. 151-165.

b) Serge Michel and Michel Beuret, Chapter 1, “Rolling Out the Red Carpet for the African Continent,” in China Safari: On the Trail of Beijing’s Expansion in Africa. 2009, pp. 11-28.

W. a) Jamie Monson, 2013 “Remembering Work on the Tazara Railway in Africa and China, 1965-2011: When ‘New Men’ Grow Old,” African Studies Review, 56 (1), pp. 45-64.

b) Lina Benabdallah and Winslow Robertson, 2016 “China pledged to invest \$60 billion in Africa. Here’s what that means” [for the Washington Post](#).

Week 4 (February 5 – 7) Smart Power, Cultural Diplomacy and, Confucius Institutes

M. a) Is China’s Soft power working? watch the video segments by Elizabeth Economy, Joseph Nye, and David Shambaugh through [this link](#).

b) Haugen, Heidi Østbø, 2013 “China’s Recruitment of African University Students: Policy Efficacy and Unintended Outcomes,” Globalization, Societies and Education, 11 (2), pp. 315-334.

W. a) Christopher Balding, 2017 “The Soft Power of Chinese Censorship” for [China Policy Institute](#).

b) Joseph Nye, 2018 “China’s Soft and Sharp Power” for [Project Syndicate](#).

c) Choose and watch one of [these presentations](#).

Week 5 (February 12 – 14) China-Africa Security Architecture

M. a) Mathieu Duchatel, Richard Gowan and Manuel Lafont Rapnouil, 2016 “Into Africa: Engaging with Africa: China’s Global Security Shift” [European Council on Foreign Relations](#).

- b) Lina Benabdallah and Dan Large, 2018 “New Directions in China-Africa Security”
- W. a) Yun Sun, 2016 “Political Party Training: China’s Ideological Push in Africa?” for [Brookings](#)
- b) Zeng Aiping, 2015 “China-Africa Governance Exchanges and Experiences” for [China’s Institute of International Studies](#).

Week 6 (February 19 – 21) Chinese Responses to Conflicts in Africa

- M. a) Dan Large “Sudan and South Sudan: A Testing Ground for Beijing’s Peace and Security Engagement” pp 163-178 in Alden et al.
- b) Laura Barber “Lesson Learning in the Case of China-Sudan and South Sudan Relations (2005–2013) pp 179-208 in Alden et al.
- W. a) Jonathan Holslag, 2011 “China and the Coups: Coping with Political Instability in Africa,” *African Affairs*, v. 110 (440), pp. 367-86.
- b) Lily Kuo, 2017 “There’s legitimate suspicion that China approved of Zimbabwe’s coup” for [Quartz Africa](#).
- c) [Podcast] China Africa Project “[China and the Rise of Africa’s New Autocrats](#).”

Week 7 (February 26 – 28) Peacekeeping in China-Africa Encounters

- M. a) Xue Lei, 2018 “China’s Development-Oriented Peacekeeping Strategy in Africa” pp 83-99 in Alden et al.
- b) Shogo Suzuki, 2012 “Why Does China Participate in Intrusive Peacekeeping? Understanding Paternalistic Chinese Discourses on Development and Intervention” pp 29-43 Edited volume (on Sakai).
- W. a) Shen Zhixiong 2018, “On China’s Military Diplomacy in Africa” pp 101-122 in Alden et al.
- b) Huang, Chin-Hao, 2013 “From Strategic Adjustment to Normative Learning? Understanding China’s Peacekeeping Efforts in Africa,” *Journal of International Peacekeeping*, 17 pp 248-271.

Week 8 (March 5 – 7)

Spring Class – no class

Week 9 (March 12 – 15) Oil, Minerals and Trade in China-Africa Encounters

- M. a) Luke Patey, 2017 “Learning in Africa: China’s Overseas Oil Investments in Sudan and South Sudan,” *Journal of Contemporary China* 26 (107), pp 756-768.

b) Todd C. Frankel, 2016 “The Cobalt Pipeline: Tracing the path from deadly hand-dug mines in Congo to consumers’ phones and laptops” [for The Washington Post](#).

W. a) [Podcast] China Africa Project “[China is Challenging West’s dominance in Foreign Aid](#).”

Wenjie Chen and Roger Nord, 2017 “A Rebalancing Act for China and Africa: The Effects of China’s Rebalancing on Sub-Saharan Africa’s Trade and Growth” [IMF report](#).

Week 10 (March 19 – 21) Diaspora and Entrepreneurship in China-Africa Encounters

M. a) Mathews, Gordon, 2017 “African entrepreneurs have made Guangzhou a truly global city” for [Quartz Africa](#).

b) Castillo Roberto, 2014 “Feeling at Home in the ‘Chocolate City’: An Exploration of place-Making Practices and Structures of Belonging amongst Africans in Guangzhou,” *Inter-Asia Cultural Studies*, 15 (2) pp 235-257.

W. a) Jenni Marsh, 2016 “The African Migrants Giving up on their Chinese Dream” [for CNN](#).

b) [Podcast] “Getting Out of China” for [China-Africa Project](#).

Week 11 (March 26 – 28) Foreign Aid in China-Africa Encounters

M. a) Deborah Brautigam and Tang Xiaoyang (2012) “Economic statecraft in China’s New Overseas Special Economic Zones: Soft Power, Business or Resource Security?” *International Affairs*, 88 (4) pp. 799-816.

b) Axel Dreher, Andreas Fuchs, Roland Hodler, Bradley C. Parks, Paul A. Raschky, and Michael J. Tierney, 2014 “Aid on Demand: African Leaders and the Geography of China’s Foreign Assistance.” [AidData paper](#).

W. a) Ian Taylor, “Africa Rising” Introduction and Chapter 1 pp 1–33.

b) Deborah Brautigam “Will Africa feed China” chapter 1.

Week 12 (April 2 – 4) Challenges to African States

M. a) Kishi & Raleigh, 2015 “When China gives aid to African governments, they become more violent,” [working paper](#).

b) Aidoo Richard, 2016 “The Political Economy of Galamsey and Anti-Chinese Sentiment in Ghana” *African Studies Quarterly*, 16 (3/4) pp 55-72.

W. ISA conference (no class)

Week 13 (April 9 – 11) Challenges to China

- M. a) Michel, Serge, Michel Beuret, Paolo Woods. 2010. *China Safari: On the Trail of Beijing's Expansion in Africa*. "An Invasion of Junk," pp. 113-129 (library)
- b) French, Howard, 2010 "The Next Empire" for the [*The Atlantic*](#).
- W. a) David Shinn, 2016 "The Environmental Impact of China's Investment in Africa" [Cornell International Law Journal](#) 25 (49) pp 25-66.
- c) Lily Kuo, 2017 "A museum in China put on an exhibit called "This is Africa" that compares Africans to animals for [Quartz Africa](#).

Week 14 (April 16 – 18) What China-Africa Means for Big and Emerging Powers

- M. a) David Shinn, 2017 "China's Power Projection in the Western Indian Ocean" China Brief vol. 17(6) [online](#).
- b) Cobus Van Staden, 2017 "One Belt One Road and East Africa: Beyond Chinese Influence" China Brief Vol. 17(14) [online](#).
- W. a) Abdenur, Adriana Erthal, 2015 "China in Africa, Viewed from Brazil," The Journal of Asian Studies, 74 (2), 257-267.
- b) [Podcast] China-Africa Project "[Africa Emerges as New Front in Asia's Power Politics](#)."

Week 15 (April 23 – 25) Critical takes on China-Africa Encounters + Student Presentations

- M. a) Jamie Monson, 2016 "Historicizing Difference Construction of Race Identity in China-Africa Relations" [SSRC Paper](#).
- b) T. Tu Huynh, 2016 "A 'Wild West' of trade? African women and men and the gendering of globalization from below in Guangzhou" [Identities](#), 23(5) pp 501-518.
- W. Film

Week 16 (April 30 – May 2) Student Presentations

- M. Class wrap-up.
- W. Students finalize term papers due by email no later than 5:00 pm.