CHINA’S EVOLVING ROLE IN AFRICA (INAF 449)
SYLLABUS, Fall 2017
Instructor: Prof Yoon Jung PARK

Office Location: TBA
Office Hours: 12-1 or by appointment
Email: yoon1@verizon.net

Class times: Mondays 2-4:30
Classroom: ICC 219B
Cell phone: 301-339-3893 (emergencies only)

COURSE DESCRIPTION
Since the 1990s, China-Africa diplomatic and economic relations have accelerated rapidly; however, links between them are not new. Going back to pre-colonial times, there have been ebbs and flows of people, goods, and ideas; at times more intense than others. Present-day Chinese engagement in Africa has been described by some as a “new scramble for Africa” and China’s “neo-imperialism”, a variation of the West’s earlier colonial exploitations of the African continent. Such depictions often lack empirical grounding and an understanding of the complex realities of increasingly multifaceted relations, but they do reflect Western concerns about China’s global rise.

The purpose of this course is to explore both historical and contemporary linkages between Africa and China from both an “upstairs” (macro-economic and -political) and “downstairs” (peopled, grounded) perspectives; to see how various interests impact the ways in which “China-Africa” is framed; and to explore these engagements by sector, by individual African country, and vis-à-vis concerns about human rights, labor issues, and China’s increasing environmental footprint in Africa. The course aims to provide students the opportunity to critically discuss and analyze sometimes controversial China-Africa (or Africa-China) socio-economic relations and their implications. It also aims to allow students the opportunity to examine a number of inter-related topics that shed light on China’s (possible) influences and impacts on the economies, polities, and societies of individual African countries and Africa’s responses.

COURSE GOALS
At the conclusion of the course, students should:

• Have a firm grasp on the ways in which history and China’s current global rise impact China-Africa engagements and the ways in which these are viewed in the West
• Understand and be able to debunk the many myths/rumors that surround contemporary China-African linkages
• Have a solid grasp of the key debates in China-Africa relations
• Have a detailed understanding of China’s relations with at least one or more specific African countries, and
• Be able to formulate her/his own educated opinions on the relevant China-Africa issues, including trade, investment, development assistance, environmental issues, peace & security, and migration

READINGS AND TEXTS
Reading will not be too onerous (expect about 3 papers or chapters for each week); that said, you are expected to keep up with readings as well as current China-Africa news and additional research for the various assignments (see below). Readings are listed in the second part of the syllabus (course schedule and readings) by week. I will make every effort to ensure that all the required readings are
available electronically. You may, however, want to pick up your own copy of the following books, which, while they were all published nearly 8-10 years ago, provide excellent overviews.


**USEFUL WEBSITES & BLOGS**


The South African Institute for International Affairs (SAIIA) China in Africa Project investigates the emerging relationship between China and Africa, analyses the character and content of China’s trade and foreign policy towards the continent, and studies the implications of this strategic co-operation in the political, military, economic and diplomatic fields. [http://www.saiia.org.za/china-in-africa-project/china-in-africa-project.html](http://www.saiia.org.za/china-in-africa-project/china-in-africa-project.html)

Wits Journalism Africa-China Reporting Project at the University of the Witwatersrand (South Africa) has been training African and Chinese journalists on how to better report in this controversial terrain. [http://africachinareporting.co.za/](http://africachinareporting.co.za/)

The Oxfam Africa-China Dialogue Platform is aimed at encouraging and facilitating constructive engagement and dialogue of citizens, policy makers, researchers and other stakeholders on the growing partnership between Africa and China. They are policy focused and currently work on agricultural cooperation, climate change, sustainable development goals (SDGs) and peace and security. [https://oxfamafricachinadialogueplatform.wordpress.com/](https://oxfamafricachinadialogueplatform.wordpress.com/)

Pambazuka News – Emerging Powers in Africa Watch

‘Pambazuka’ in KiSwahili means “the dawn” or “to arise”. The Emerging Powers News Round-Up includes a comprehensive list of news stories and opinion pieces related to China, India and other emerging powers. They tend to be quite politically progressive, but with hundreds of contributors from around the continent, offer a myriad of African perspectives. [http://www.pambazuka.org/en/category/africa_china/](http://www.pambazuka.org/en/category/africa_china/)

Former US ambassador David Shinn is an adjunct professor at GW; he’s been looking at US-China-Africa relations for nearly a decade. [http://davidshinn.blogspot.com/](http://davidshinn.blogspot.com/)

China Africa News, [http://chinaafricanews.com](http://chinaafricanews.com)


Africans in China (Roberto Castillo’s blog/website): [http://africansinchina.net/](http://africansinchina.net/)

**EXPECTATIONS**

*Attendance & Participation*

As a seminar, participation is expected. While we will inevitably have some lecture & presentation material, I will incorporate role plays, debates, and other participatory learning activities; documentary films; and guest speakers. As such, attendance and active participation are critical to your performance and final grade in the course.

Students should complete reading and online assignments **before class** and be prepared to contribute to a thoughtful discussion of the topic at hand both in class and on the BB blog. Please note that a high mark in participation requires making a **meaningful contribution**.

With regard to absences: In the case of extenuating circumstances, documentation will be required for an excused absence. Students should contact the professor prior to a planned absence and as soon as possible after an unexpected absence.

Late assignments: acceptance will be determined on a case-by-case basis. If I accept a late assignment, they will be penalized by a percentage of the grade per day that it is late, except where there are extenuating circumstances with written documentation. Computer problems and other undocumented excuses will not necessarily result in a blanket waiver; if you haven’t already gotten in the habit of doing so you should always back up all your work. However, if you encounter a problem that requires a late assignment, you should contact the professor immediately.

We will devote at least a part of most class sessions to discussions, some of which may be controversial. Careful consideration of these topics requires maturity, curiosity, and a willingness to learn from others’ experiences and opinions. Strong opinions are most welcome; however, I expect tolerance, respect, and intellectual curiosity to govern all class discussions.

**Academic Integrity**

Cheating and plagiarism are unacceptable. It is the student’s responsibility to critically evaluate the types of sources he/she is using in written assignments, emphasizing peer-reviewed, non-partisan and academic sources over other types of information sources. All work that is not the student’s must be properly and thoroughly cited in any assignments. If you have questions on this, consult the Honor Council website at [http://www11.georgetown.edu/programs/gervase/hc/](http://www11.georgetown.edu/programs/gervase/hc/) or see the professor to discuss specific questions. This applies to both written work and class presentations. The professor may use the electronic tools such as Turnitin for screening all written work for plagiarism. Any kind of collaboration or use of the internet on the examination is considered plagiarism.

The Georgetown Honor pledge, which applies to all assignments in this course, is:
“As signatories to the Georgetown University Honor Pledge, and indeed simply as good scholars and citizens, you are required to uphold academic honesty in all aspects of this course. You are expected to be familiar with the letter and spirit of the Standards of Conduct outlined in the Georgetown Honor System and the Honor Council website. As faculty, I too am obligated to uphold the Honor System, and will report all suspected cases of academic dishonesty.”

**Technology for the course**

Students and the professor will be using Blackboard for this course. I will upload information and links on Blackboard with updates, readings and other resources as we proceed, usually at least 2 weeks in advance. I will also set up a class blog (or discussion group) on Blackboard and make use of additional technology, if deemed necessary, to facilitate class sessions. Email is generally the best form of communication with the professor. I try to respond as soon as possible, but ask for 24 hours in most cases. I generally do not check email on weekends or late in the evening; while I have recently acquired a smartphone, I’m not always “connected”. As an adjunct professor, I will only be on campus on Mondays, when we have class. As such, my office hours will be on Mondays, as posted; in addition, I will always be available after each class. I can also make time for telephone/skype/WeChat calls, by appointment.

You may use your laptop in class, but only for note-taking or referring to your readings. Please keep cell phones out of sight and on silent; laptops may not be used for checking email or trolling the internet or any other activities that are not immediately related to the class. Please be respectful of the course instructor and other students. If you must attend to some non-class related emergency, please excuse yourself from the room with permission from the instructor.

**Course organization**

After reviewing student comments from last year’s evaluations, I’ve made some changes to the course organization, reading load, and assignments. The course will be divided into four segments plus a final summary/reflections session. These include: Section 1 – introduction, background, and framing (weeks 1-4), Section 2 – China-Africa engagement by sector (weeks 5-7), Section 3 – Areas of potential concern (weeks 8-10), and Section 4 – Chinese in Africa and Africans in China (Weeks 11 and 12).

As mentioned above, I have attempted to limit readings to around 3 papers/chapters per week. Note, however, that you will also be responsible for keeping up with current China-Africa events in the news, contributing to the weekly class blog/discussion, and any outside research that may be required for assignments.

Assignments loosely correspond to each of the course sections, as listed below.

**Assignments and Grading**

**Attendance & Participation** (15%):
This grade is based on regular attendance and active participation in class discussions, in-class activities, and Blackboard blog/discussions. If you are generally not an active participant in class discussions, you might find it helpful to come prepared with a comment or question on the readings prior to class.

**Assignments**
Assignments will be spaced such that you have one assignment due every few weeks, loosely corresponding to the main sections of the course.
1. **Response paper #1** (15%): Write a brief (UG-500-800 words, G 800-1200 words) paper about either the Andrew Malone article or the Al Jazeera program. What do they tell you about the framing of the “China-in-Africa” discourse? About the relevance of Africa-China linkages? What are some key concerns about Chinese engagements in Africa? **Due on Monday 18 September.**

2. **Country Presentations** (15%): Select an African country and develop a 10-12 slide presentation about relations/engagement with China including a brief history, key sectors of engagement, and any tensions/issues. **These will be presented in class during weeks 5 (2 October), 6 (16 October), and 7 (23 October). Email ppt or link prior to your assigned date.** (Note: this assignment should form the basis of the sector paper and the final curated reading list & reading guide).

3. **Sector Paper** (25%): Select a key area of China’s engagement in Africa (e.g. oil extraction, peacekeeping, trade, infrastructure development, environment) and a specific African country or region of Africa. Write a position paper about the potential impacts (good and/or bad) of Chinese engagement in that sector, supporting your arguments with evidence based on class readings and outside research. Detailed guidelines for this paper together with grading criteria will be circulated by the end of September. Paper length for UG students – 2,500-3,000 words; for G students 3,500 – 4,500 words. **Due on Monday 6 November.**

4. **Response paper #2** (15%): Write a brief (UG-500-800 words, G-800-1200 words). Select one of the areas of concern (labor issues, environmental impacts, human rights) regarding China’s engagement in a particular African country and write about it. Detailed guidelines will be distributed in the coming weeks. **Due by Monday 27 November.**

5. **Curated Reading List & Reading Guide** (African country or sector). Selected lists and reading guides will be posted online on the Chinese in Africa/Africans in China Research Network website (15%): Detailed guidelines will be distributed. **Due by Friday 8 December.**

**COURSE SCHEDULE & READINGS**

Note: The first section is complete. I still need to visit the rest to determine required readings and make additional tweaks and add questions for each week. THESE are the questions that you should address in your BB blog/discussion entries. Additional minor changes may be made during the course of the semester; I will make every effort to make any changes at least two weeks in advance.

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<tr>
<th>WEEK ONE</th>
<th>WEEK TWO</th>
<th>SECTION ONE – INTRODUCTION, BACKGROUND, FRAMING THE DISCOURSE</th>
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<td><strong>WEEK ONE</strong></td>
<td><strong>INTRODUCTION</strong></td>
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<td>Introduction to China-Africa</td>
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<td>• Andrew Malone article</td>
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<td>• Al Jazeera – People and Power episode</td>
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**Monday 11 September**

Questions to consider:

How would you periodize the history?

What are the key facets of each period?

How might these histories impact contemporary relations? Consider, in particular, political & economic power, race, and the various actors

**AFRICA**

**Required**


**Recommended/For Further Reading**

George T. Yu, “China’s Failure in Africa,” *Asian Survey*, v.6, no. 8 (August 1966), pp. 461-68


**WEEK THREE**

**Monday 18 September**

In Class:

Film: *When China Met Africa* By Mark and Nick Francis 2011 74 mins.

Questions to consider:

Where are the ruptures and continuities between the past and present in China-Africa relations?

How has China’s engagement with Africa changed over the years?

**WHERE PAST MEETS PRESENT... OR NOT?**

**Required (Select any THREE)**


YAN Hairong and Barry Sautman, “Chinese Farms in Zambia: From Socialist to ‘Agro-Imperialist’
What are the priorities today?

**RESPONSE PAPER #1 DUE**

**WEEK FOUR**  
Monday  
25 September

**In Class: Debate**

**Film: Behind the Belt**  
By Philip Man and Jidi Guo  
https://vimeo.com/224831662  
PW: 2017chinamarimba  
28:54min

Questions to consider:  
How has Africa changed (or not changed) since independence?  
What does Africa have to gain or lose?  
What are China’s interests in Africa?  
What is the Western response to China-in-Africa? Are the concerns justified? With the current administration in the US and the changes taking place in Europe, how might things change in the coming years?

**CHINA, AFRICA, AND THE WEST: WHOSE INTERESTS? WHO BENEFITS? FRAMES & DISCOURSES**

Read at least one selection from each section.

**AFRICA**

Vera Songwe and Nelipher Moyo, “China-Africa Relations: Defining New Terms of Engagement”  
Brookings Institution.


**CHINA**

He Wenping, “China’s Perspective on Contemporary China-Africa Relations” (Chapter 7), pp. 143-166, in Alden et.al, China Returns to Africa, 2008: 143-166


Zeng Qiang, “China’s strategic relations with Africa” in Axel Harneit-Sievers, Sanusha Naidu, and Stephen Marks
THE “WEST”


Amb. David Shinn, Congressional testimony/prepared comments, Senate Committee on Foreign Relations Subcommittee on African Affairs, 1 November 2011, Washington, DC

SECTION TWO – CHINA-AFRICA ENGAGEMENT BY SECTOR

WEEK FIVE
Monday
2 October

In Class:
Country Presentations :
Kwabena - Ghana; Sayako - Nigeria; Catesby - Senegal; Angela

CHINESE TRADE IN AFRICA

Required
Dambisa Moyo, Chapter 7 (The Chinese Are Our Friends) pp. 98-113 and Chapter 8 (Let’s Trade) pp. 114-125 in Dead Aid. Why Aid is Not Working and how there is a better way forward for Africa.
– Sudan


**Homework (after class, sometime during the next week)**

Spend 20-30 minutes exploring the SAIS-China Africa Research Initiative website, particularly their data section. Look for all figures relevant to your selected African country, starting with the trade figures: http://www.sais-cari.org/data-china-africa-trade; then move on to aid and investment. You might also want to check out the AIDdata site: http://aiddata.org/.

**Questions to consider:**

What are African countries trading with China? Why is the trade imbalance problematic? What can be done to address this?

Why do some Africans argue that China is a better partner than the West? What are the differences between aid/assistance vs. business as the key mode of engagement between countries?

In terms of trade in China-made goods, who is importing these to Africa? What are some of the arguments about Chinese goods in Africa, especially vis-a-vis manufacturing?

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**Recommended**


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**MONDAY 9 OCTOBER - SCHOOL HOLIDAY - NO CLASS**
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<td>In Class:</td>
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<td>Country Presentations</td>
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**CHINESE INVESTMENTS IN AFRICA (PART ONE): GENERAL, MINING, INFRASTRUCTURE DEVELOPMENT, AND AGRICULTURE**
*(Skim the General piece and then read ONE from each section)*

**GENERAL**

**MINING**


**INFRASTRUCTURE**


**AGRICULTURE**
Deborah Brautigam, The Dragon’s Gift, Chapter 9
<table>
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<tr>
<th>WEEK SEVEN</th>
<th>CHINESE INVESTMENTS IN AFRICA (PART TWO): OIL (Select any THREE articles/chapters, including one by Erica Downs)</th>
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(Exporting Green Revolution) and Chapter 10 (Foreign Farmers)


How has foreign consumption of African oil impacted African economies? (resource curse)

What happens to the “infrastructure for oil” when prices drop?

| Energy Relations,” in *China Security* (Summer 2007) 3: 3, 42-68. |

**WEEK EIGHT**
Monday
30 October

In Class:
Guest lecturer:
Amb. David Shinn (TBC)

Questions to consider:
What various roles has China played in African conflicts?

How have China’s policies with regard to African politics changed over the years?

Do you think that the scrutiny of China's engagement in these matters is merited? What about other actors and their contributions to Africa's armed conflicts?

How do these issues dovetail with/contribute to/affect Africa's environmental concerns? with the

| **SECURITY ISSUES, MILITARY PRESENCE, & PEACEKEEPING** |
| **Required (Read THREE of the following):** |
| Ian Taylor, Chapter 5 (The Arms Trade) in *China’s New Role in Africa* by Ian Taylor. Boulder: Lynne Rienner, 2009 |
AU and other African regional cooperation bodies?


**For Further Reading/Recommended:**

SaferWorld, “China’s growing role in African peace and security” January 2011


### SECTION THREE - CONCERNS

**WEEK NINE**

Monday
6 November

**SECTOR PAPER DUE TODAY**

**GOVERNANCE & HUMAN RIGHTS**

Barry Sautman & Yan Hairong, Debate: The wrong answers to the wrong question. A response to HRW. Pambazuka News 2012-02-02, Issue 568  


“Don’t Worry About Killing People: By Coddling Guinea’s Dictator, China Again Mocks Human Rights in Africa,”  
October 15, 2009. The Economist,  

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<th>WEEK TEN</th>
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**CHINESE LABOR & LABOR ISSUES**


Anthony Yaw Baah and Herbert Jauch (Eds.) “Chinese


**WEEK ELEVEN**  
Monday 20 November

**Film:**  
The Ivory Game by Kief Davidson, Richard Ladkani, 2016, 1h52mins.

**WILDLIFE & THE ENVIRONMENT**


Conservation International, “Do Chinese Extraction (Mining, Oil & Gas) Activities Overlap with Areas of Conservation Value?”

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<th>CHINESE MIGRATION TO AFRICA</th>
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<th>WEEK THIRTEEN</th>
<th>AFRICANS IN CHINA</th>
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<tr>
<td>Monday</td>
<td>Historical – REQUIRED READ</td>
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<td>General- REQUIRED READ</td>
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| China Remix  
by Dorian Carli-Jones and Melissa Lefkowitz, 2015  
[https://vimeo.com/122390150](https://vimeo.com/122390150)  
29 mins.  
(pw: africansinchina) | **Topical – SELECT ONE or TWO**  
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<tr>
<td>In Class: (last ½ hour) Reflections &amp; Course evaluations</td>
<td><strong>FINAL ASSIGNMENT – Curated Reading List and Guide – DUE by FRIDAY 8 DECEMBER</strong></td>
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