

PPOL5340

China and the World: Policies and Development Strategies

Instructor:

Dr. Michael TYRALA

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(Office hours by appointment)

Teaching Assistant:

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Time: Thursdays, 13:30-16:20

Place: Room 3, 30/F, Tower 1, Millennity



Course Description:

Over the past four decades, China's astounding growth culminated in its rise as the second largest economy in the world. Following its 2001 "Going Out" policy, its 2013 launch of the Belt and Road Initiative, and its growing military spending and consequent assertiveness, China's presence and influence in the rest of the world has increasingly led to polarized reactions, diverging narratives, and shifting equilibriums of power. As the famous Harvard University historian and Sinologist Michael Szonyi wrote: *"China matters. In a certain obvious sense, China has always mattered and always will. What happens to a fifth of the world's population is important. But today China matters not only to the Chinese people themselves but also to Americans and to the rest of the world in some new, unexpected, and interesting ways – and not only because of China's large and growing role in the world economy. Of the many pressing problems facing our world – from climate change to economic growth to maritime security to counterterrorism – none can be solved or even addressed effectively without China's participation."* This is why it has become crucial for policymakers and experts from governments, public administrations, consulting firms, think tanks, civil society organizations, and other relevant bodies to be acquainted with the uniqueness of China's evolving political, economic, and development model, its impact on the rest of the world, and the numerous challenges that lie ahead as the country assumes an ever more important role in global affairs. In this course, we will draw on key theories of global political economy, international relations, and development studies to foster this process of acquaintance, and apply it to China's relations with key powers, regions, countries, and actors within a wide variety of contexts and a broad range of global issues.

Course Objectives:

Upon successfully completing the course, students will be able to:

- Distinguish between key theories of global political economy, development, and international relations, and use them to examine China's unique political, economic, and development model and its impact on the rest of the world.
- Understand and evaluate the policy processes involved in China's modern rise, and the implications of China's opening to the rest of the world.
- Critically analyze China's evolving role in key areas of global governance, and its evolving historical, political, economic, social, and cultural relations with key powers, regions, countries, and actors under an increasingly complex geopolitical environment.
- Assess and critique existing expert policy analyses and briefs on China and its relations with the rest of the world.
- Design and produce their own expert policy analyses and briefs on China and its relations with the rest of the world, with detailed policy recommendations on a wide range of relevant topics.

Course Structure:

This course combines lectures, videos, class and online discussions, expert guest speakers, and individual and group work to familiarize students with the various multifaceted issues related to the political economy of global offshore finance and its regulation. The approach is multidisciplinary, drawing on insights and methods from public policy, political science, global political economy, international relations, and development studies, and blends theory with practice through exposure to numerous real life case studies. The course is open to PPOL MPhil/PhD, MPP, MPM, and other MPhil/PhD/PG/UG students.

Overview of Assessment Tasks:

Assessment Task	Weight	Date
Attendance and Active Participation (Discussions of lectures, videos, required readings, etc.)	20%	Throughout
Four Mini Quizzes (A series of multiple-choice questions based on material from the whole course up to that point, with only the two best Mini Quizzes being counted)	10%	25 September 2025 16 October 2025 6 November 2025 27 November 2025
Final Quiz (A combination of multiple choice, short-answer, and long-answer questions based on material from the whole course)	25%	4 December 2025
Policy Brief (A 1,400–1,600-word policy brief written from the point of view of an analyst working for a government ministry, a government think tank, a civil society organization, or another similar body, addressed to a specific policymaker or a specific policymaking/influencing body)	25%	8 December 2025
Peer Review of a Policy Brief (A 1,400–1,600-word peer review of a policy brief written from the point of view of the policymaker or policymaking/influencing body to which the assigned policy brief was addressed to)	20%	14 December 2025

Explanation of Assessment Tasks:

(1) ATTENDANCE AND ACTIVE PARTICIPATION (20%)

Attendance is mandatory, unless the student in question has a very good and ideally properly-documented reason, which should be provided to me (**Dr. Michael TYRALA**) at mtyrala@ust.hk, either as soon as you know before the missed class, or in cases of emergency as soon as possible after the missed class.

Lectures will frequently be interspersed with and followed by class discussions, and the Open Discussion Boards on Canvas will be available to contribute to on a regular basis as well.

There is a substantial amount of required readings to be done individually by each student in this course (on average around 40-45 pages per week). Students are expected to set aside sufficient time to complete this required reading load before each meeting, using the class discussions and the weekly Open Discussion Boards on Canvas to demonstrate that they have done so. Only students that actively participate on a regular basis through clear, concise, and insightful comments, and by asking pertinent questions that enhance the discourse will be able to receive full credit for this part of the assessment. The quantity of engagement matters, but so does its quality, so while any and all eligible participation is welcome and will be counted, not all of it will necessarily be of equal worth.

(2) FOUR MINI QUIZZES (10%)

On 25 September 2025 (Week 4), 16 October 2025 (Week 7), 6 November 2025 (Week 10), and 27 November 2025 (Week 13), an 8-minute Mini Quiz will be administered in class. Each of the Mini Quizzes will consist of 5 multiple-choice questions (4 choices and 1 correct answer each) based on material from the required readings/videos and the lectures from the whole course up to that point (required readings for the week of a given Mini Quiz will not be covered by that Mini Quiz). There will be no alternative dates for the Mini Quizzes. If a student is absent on the day of a Mini Quiz for any reason whatsoever, they forfeit the right to take that Mini Quiz. However, students will only be graded on their 2 best Mini Quizzes, so technically, it is possible to miss or completely fail 2 of the Mini Quizzes and still earn full points for this assessment task.

(3) FINAL QUIZ (25%)

On 4 December 2025 (Week 14), a 3-hour open book Final Quiz will be administered in class. Required readings, lectures, and personal notes are allowed, but access to the internet or to any generative artificial intelligence (AI) tools is not, and students are required to answer the questions using their own words, as opposed to copying and pasting their answers from the required readings or the lectures. It will consist of 5 multiple choice questions (4 choices and 1 correct answer each), 5 short-answer questions (around 200-word answers each), and 2 long-answer questions (around 600-word answers each), all based on material from the required readings/videos and the lectures from the whole course.

(4) POLICY BRIEF (25%)

By 23:59 on 8 December 2025, every student is required to write and submit to Canvas a 1,400–1,600-word policy brief. There is a significant role play element to this assignment, so the policy brief has to be written from the point of view of an analyst working for a government ministry, a government think tank, a civil society organization, or another similar body from a country of your choice on a topic of your choice, as long as the topic is directly related to China, and carries contemporary relevance in the chosen country (which naturally cannot be China itself). The policy brief should be addressed to a specific policymaker or a specific policymaking/influencing body. A few samples of China-related policy briefs are available on Canvas, and more can be found on a wide variety of academic and foreign policy think tank portals such as (but by far not limited to) the Wilson Center, the China Africa Research Initiative, China Matters, the China in Europe Research Network, the German Council on Foreign Relations, the Boston

University Global Development Policy Center, the Stanford Center on China's Economy and Institutions, and the Mercator Institute for China Studies, among numerous others. Additionally, given the importance of showcasing one's research, students should mostly use academic sources. Credible institutional, policy, think tank, and media sources are permitted as well, but they should not constitute a majority of the sources used. Overall, students must meaningfully use at least 20 English language sources (including a minimum of 12 academic sources). **The use of non-English language sources is strictly prohibited.**

(5) PEER REVIEW OF A POLICY BRIEF (20%)

By 23:59 on 14 December 2025, every student is required to write and submit to Canvas a 1,400–1,600-word peer review of a policy brief that was written by one of your classmates that I will assign to you. Once again, there is a significant role play element to this assignment, so the peer review must be written from the point of view of the policymaker or policymaking/influencing body to which the assigned policy brief was addressed. The peer reviewer will not only be tasked with assessing the policy brief's quality (e.g., is it well researched and argued, or do the sources lack credibility while key aspects of the analysis have not been considered?), but also with actively addressing whatever important shortcomings they identified. After that, the peer reviewer will decide whether any of the offered policy options or recommendations would be accepted or not, justifying why or why not. Overall, students must meaningfully use at least 10 English language sources. **The use of non-English language sources is strictly prohibited.**

Policy on the Use of Generative Artificial Intelligence (AI):

In this course, the policy on the use of generative AI depends on the specific assessment task in question.

(1) ACTIVE PARTICIPATION – The use of generative AI of any kind whatsoever is **strictly prohibited**.

(2) FOUR MINI QUIZZES – The use of generative AI of any kind whatsoever is **strictly prohibited**.

(3) FINAL QUIZ – The use of generative AI of any kind whatsoever is **strictly prohibited**.

(4) POLICY BRIEF – The use of generative AI is **permitted, but only for certain tasks and with certain restrictions, and only provided that it is used responsibly and with an abundance of caution**. To be specific, **the use of generative AI is permitted and even encouraged for (a) planning (e.g., brainstorming topics and ideas, searching for basic background information, clarifying challenging material, drafting initial outlines), (b) polishing and editing (e.g., spelling and grammar checking, improving structure and logical flow, fine tuning style), and (c) self-testing and feedback (e.g., asking for critical feedback on the student's work)**, however, due to its inherent biases, the relatively high degree of inaccuracy and outright hallucination, and the importance of learning how to conduct rigorous research independently, **the use of generative AI is strictly prohibited for (d) research (e.g., discovering literature, summarizing literature, using generative AI as a search engine for literature) and (e) content creation and analysis (e.g., creating the first draft of the output, generating significant chunks of the output or supplanting your own analysis with generated content, generating data, generating references, or any tampering with properly identified and gathered data and references without rigorous verification of the output, etc.)**.

(5) PEER REVIEW OF A POLICY BRIEF – The use of generative AI is **permitted, but only for certain tasks and with certain restrictions, and only provided that it is used responsibly and with an abundance of caution**. To be specific, **the use of generative AI is permitted and even encouraged for (a) planning (e.g.,**

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ChatGPT May Be Eroding Critical Thinking Skills, According to a New MIT Study

TECH

ARTIFICIAL INTELLIGENCE



by [Andrew R. Chow](#)
CORRESPONDENT

Does [ChatGPT](#) harm critical thinking abilities? A new [study](#) from researchers at MIT's Media Lab has returned some concerning results.

The study divided 54 subjects—18 to 39 year-olds from the Boston area—into three groups, and asked them to write several SAT essays using OpenAI's ChatGPT, Google's search engine, and nothing at all, respectively.

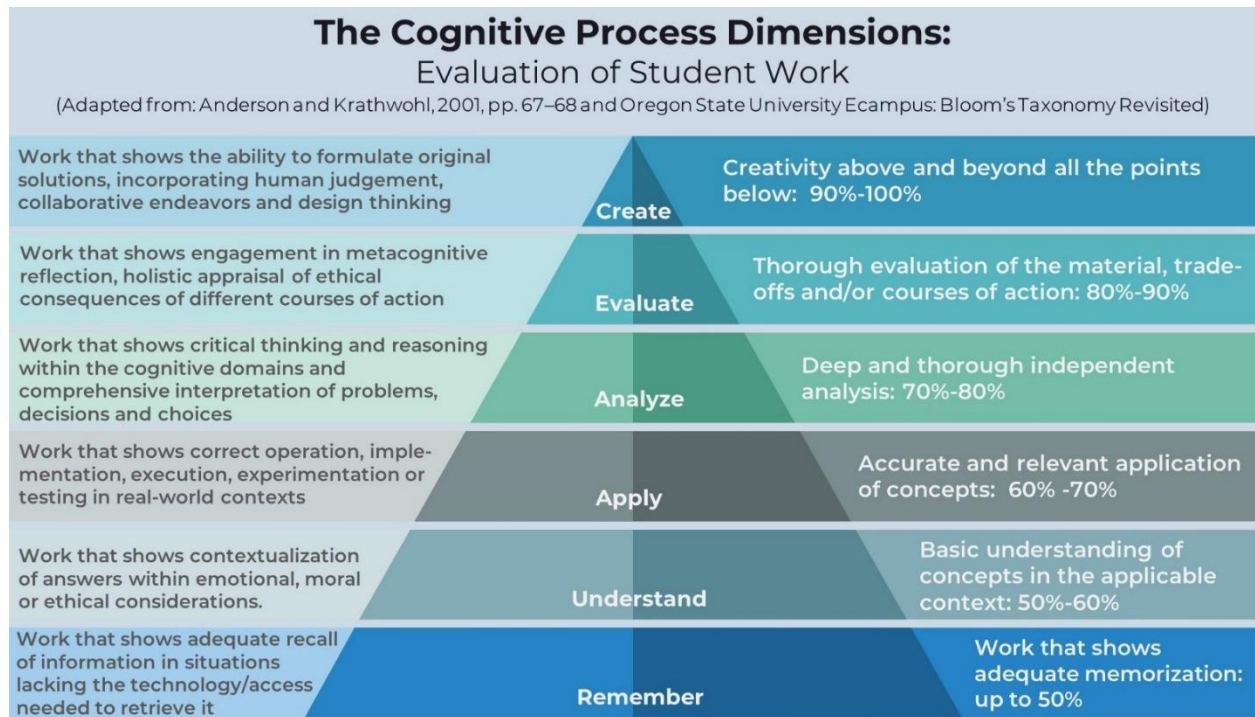
Researchers used an EEG to record the writers' brain activity across 32 regions, and found that of the three groups, ChatGPT users had the lowest brain engagement and "consistently [underperformed](#) at neural, linguistic, and behavioral levels." Over the course of several months, ChatGPT users got lazier with each subsequent essay, often resorting to copy-and-paste by the end of the study.

brainstorming topics and ideas, searching for basic background information, clarifying challenging material, drafting initial outlines), (b) polishing and editing (e.g., spelling and grammar checking, improving structure and logical flow, fine tuning style), and (c) self-testing and feedback (e.g., asking for critical feedback on the student's work), however, due to its inherent biases, the relatively high degree of inaccuracy and outright hallucination, and the importance of learning how to conduct rigorous research independently, **the use of generative AI is strictly prohibited for (d) research (e.g., discovering literature, summarizing literature, using generative AI as a search engine for literature) and (e) content creation and analysis (e.g., creating the first draft of the output, generating significant chunks of the output or supplanting your own analysis with generated content, generating data, generating references, or any tampering with properly identified and gathered data and references without rigorous verification of the output, etc.)..**

When using generative AI, do keep in mind that ultimately, it is you and not generative AI that will be held accountable should your irresponsible use of it result in any breaches of academic integrity, such as but not limited to various forms of plagiarism, misrepresentation, deception, or fraud.

In particular, the use of generative AI to create the first draft of the output or to generate significant chunks of the output constitutes plagiarism, and to base your output on generated data or references (especially if it turns out that they do not actually exist) constitutes misrepresentation, deception, or fraud (depending on the degree). **Each of these represents an egregious breach of academic integrity that will be reported to the PPOL Disciplinary Committee and will incur severe punishment, including the possibility of zero points for the affected assignment, a grade of "F" for the course, a permanent note about the incident in the student's Transcript of Records, with repeat offences possibly even resulting in expulsion from the whole program.**

Course Grading:



Course Schedule:

LECTURES	
Time: Thursdays, 13:30-16:20	
Place: Room 3, 30/F, Tower 1, Millennity	
WEEK 1	(4 September 2025): Course introduction + Debate screening of: SCMP (2018). “A Clash of Civilisations Played out at SCMP’s Annual China Conference”. (The full debate between Keith Richburg and Eric Li) https://www.youtube.com/watch?v=e4grWwFxhe0 Foreign Policy (2023). “Has China Peaked? A Debate”. (An excerpt of the full debate between Michael Beckley and Keyu Jin) https://www.youtube.com/watch?v=4orW-sS1xMI
PART I: CONCEPTS, IDEOLOGIES, THEORIES, AND HISTORICAL BACKGROUND NECESSARY TO UNDERSTAND AND ANALYZE CHINA’S EVOLVING POSITION AND CONDUCT IN THE GLOBAL GEOPOLITICAL ARENA	
WEEK 2	(11 September 2025): The causes of China’s unfolding polycrisis and the prospects for resolving it – What are the causes of China’s unfolding polycrisis, how do the various crises that feed into it interact with each other, and what are the prospects for resolving it?
WEEK 3	(18 September 2025): The foundations of global geopolitics I: Basic concepts, major ideological traditions, and key theories of international relations – How do the major ideological traditions and key theories of international relations differ from each other, and how do they help us understand and analyze China’s evolving position and conduct in the global geopolitical arena?
WEEK 4	(25 September 2025): The foundations of global geopolitics II: Key theories of political economy and development – How do the major theories of political economy and development differ from each other, and how do they help us understand and analyze China’s evolving position and conduct in the global geopolitical arena? + Mini Quiz [1]
WEEK 5	(2 October 2025): The foundations of global geopolitics III: Geoeconomics, power in its different forms, and competing visions of the future global order – What is geoeconomics, what different forms of power are there, how do these concepts help us understand and analyze China’s evolving position and conduct in the global geopolitical arena, and what might the future global order look like?
WEEK 6	(9 October 2025): The rise of modern China through the lens of its five key paramount leaders – How did modern China achieve its economic growth miracle and great power status, and how did the different governing styles and signature policies of Mao Zedong, Deng Xiaoping, Jiang Zemin, Hu Jintao, and Xi Jinping contribute to these successes?

PART II: CHINA'S EVOLVING ROLE IN GLOBAL GOVERNANCE AND ITS IMPACT ON KEY POLICY ISSUES	
WEEK 7	(16 October 2025): China's role in global development, economic, and financial governance – In what ways does China contribute to and challenge the various institutions of global development, economic, and financial governance, and what evidence is there behind the claims that China's lending practices are irresponsible and that it is engaging in debt-trap diplomacy? + Mini Quiz [2]
WEEK 8	(23 October 2025): China's role in global peace, security, and conflict resolution governance – In what ways does China contribute to and challenge the various institutions of global peace, security, and conflict resolution governance, and why are members of the G7 along with several other countries and economies so worried about China's growing ability to project power and influence global affairs?
WEEK 9	(30 October 2025): China's role in global environmental, climate, and energy governance - In what ways does China contribute to and challenge the various institutions of global environmental, climate, and energy governance, and what are the most notable successes, challenges, and prospects of China's ongoing green transition?
PART III: CHINA'S EVOLVING RELATIONS WITH KEY POWERS, REGIONS, AND ACTORS	
WEEK 10	(6 November 2025): China's relations with the United States of America – How have China's relations with the United States of America evolved over time, how have they been impacted by the recently escalating geopolitical tensions between them, and what other important contemporary issues and areas of interaction affect their relationship? + Mini Quiz [3]
WEEK 11	(13 November 2025): China's relations with the Russian Federation and the European Union - How have China's relations with the Russian Federation and the European Union evolved over time, how have they been impacted by Russia's invasion of Ukraine, and what other important contemporary issues and areas of interaction affect their respective relationships?
WEEK 12	(20 November 2025): China's relations with Asia and the Pacific, Africa, and Latin America – How have China's relations with Asia and the Pacific, Africa, and Latin America evolved over time, how have they been impacted by China's various territorial disputes, raw material needs, and food and energy security concerns, and what other important contemporary issues and areas of interaction affect their respective relationships?
WEEK 13	(27 November 2025) Course wrap-up + Mini Quiz [4]
WEEK 14	(4 December 2025): FINAL QUIZ

Course Readings:

WEEK 1 (4 September 2025): Course introduction + Debate screening of:

- **SCMP (2018).** “A Clash of Civilisations Played out at SCMP’s Annual China Conference”. (The full debate between Keith Richburg and Eric Li)
<https://www.youtube.com/watch?v=e4grWwFxe0>
- **Foreign Policy (2023).** “Has China Peaked? A Debate”. (An excerpt of the full debate between Michael Beckley and Keyu Jin)
<https://www.youtube.com/watch?v=4orW-sS1xMI>

Required readings:

- This syllabus.

PART I:

CONCEPTS, IDEOLOGIES, THEORIES, AND HISTORICAL BACKGROUND NECESSARY TO UNDERSTAND AND ANALYZE CHINA’S EVOLVING POSITION AND CONDUCT IN THE GLOBAL GEOPOLITICAL ARENA

WEEK 2 (11 September 2025): The causes of China’s unfolding polycrisis and the prospects for resolving it

Required readings:

- **Szonyi, Michael. (2018).** “Introduction”. In: Jennifer Rudolph & Michael Szonyi. (Eds.). *The China Questions: Critical Insights Into a Rising Power* (1-8). Harvard University Press.
- **Carrai, Maria Adele; Rudolph, Jennifer & Szonyi, Michael. (2022).** “Introduction”. In: Maria Adele Carrai; Jennifer Rudolph & Michael Szonyi. (Eds.). *The China Questions 2: Critical Insights Into US-China Relations* (1-17). Harvard University Press.
- **Li, Hongbin & Rozelle, Scott. (2021).** *Tracking China’s Economic Path*. Stanford Institute for Economic Policy Research, March.
- **Hung, Ho-fung. (2025).** *China’s Long Economic Slowdown*. Dissent, February 6.
- **Liu, Zongyuan Zoe. (2024).** “China’s Real Economic Crisis: Why Beijing Won’t Give Up on a Failing Model”. *Foreign Affairs* 103(5): 160-176.

- **Jin, Keyu. (2023).** “The Fallacy of the ‘China Collapse’ and ‘China Threat’ Theories”. In: Lujun Chen & Karl-Heinz Pohl (Eds.). *East-West Dialogue* (161-168). Palgrave Macmillan.
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WEEK 3 (18 September 2025): The foundations of global geopolitics I: Basic concepts, major ideological traditions, and key theories of international relations

Required readings:

- **Grieco, Joseph; Ikenberry, John G. & Mastanduno, Michael. (2022).** *Introduction to International Relations: Perspectives, Connections, and Enduring Questions* [3rd Edition]. Bloomsbury Academic.
[Read Chapter 1 – “Understanding International Relations” (pp. 2-32)]
[Read Chapter 3 – “Theories of International Relations” (pp. 82-121)]
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WEEK 4 (25 September 2025): The foundations of global geopolitics II: Key theories of political economy and development + Mini Quiz [1]

Required readings:

- **Sørensen, Georg; Møller, Jørgen & Jackson, Robert. (2022).** *Introduction to International Relations: Theories and Approaches* [8th Edition]. Oxford University Press.
[Read Chapter 6 – “International Political Economy: Marxism, Mercantilism, Liberalism” (pp. 170-190)]
[Read Chapter 10 – “Major Issues in IPE: Economic Versus Political Power, Development, Globalization, How to Study the Real World” (pp. 275-308)]
[Read Chapter 12 – “The Big Question: World Order or World Chaos?” (pp. 350-375)]
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WEEK 5 (2 October 2025): The foundations of global geopolitics III: Geoeconomics, power in its different forms, and competing visions of the future global order

Required readings:

- **Mallin, Felix; Sidaway, James D.; Cheng, Han & Woon, Chih Yuan. (2024).** “Introduction: Explanation, Critique and Critics of Geoeconomics”. *Environment and Planning A: Economy and Space* 57(1): 93-95.

- **Gonzalez-Vicente, Ruben & Cheng, Han. (2024).** “China, Geoeconomics and the ‘New’ State Capitalism”. *Environment and Planning A: Economy and Space* 57(1): 128-132.
- **Nye, Joseph S. (2017).** “Soft Power: The Origins and Political Progress of a Concept”. *Palgrave Communications* 3(17008): 1-3.
- **Nye, Joseph S. (2020).** “Perspectives for a China Strategy”. *Prism* 8(4): 121-131.
- **Rosen, Stanley. (2022).** “Why Is Chinese Popular Culture Not So Popular Outside China”. In: Maria Adele Carrai; Jennifer Rudolph & Michael Szonyi. (Eds.). *The China Questions 2: Critical Insights Into US-China Relations* (1-17). Harvard University Press

WEEK 6 (9 October 2025): The rise of modern China through the lens of its five key paramount leaders

Required readings:

- **Shambaugh, David. (2020).** “China’s Long March to Global Power”. In: David Shambaugh (Ed.). *China & the World* (3-21). Oxford University Press.
- **So, Alvin Y. (2014).** “The Chinese Model of Development: Characteristics, Interpretations, Implications”. *Perspectives on Global Development and Technology* 13(4): 444-464.
- **Breslin, Shaun & Zhongqi, Pan. (2021).** “Introduction: A Xi Change in Policy?” *The British Journal of Politics and International Relations* 23(2): 197-209.
- **Foot, Rosemary & King, Amy. (2021).** “China’s World View in the Xi Jinping Era: Where Do Japan, Russia, and the USA Fit?”. *The British Journal of Politics and International Relations* 23(2): 210-227.

PART II:

CHINA’S EVOLVING ROLE IN GLOBAL GOVERNANCE AND ITS IMPACT ON KEY POLICY ISSUES

WEEK 7 (16 October 2025): China’s role in global development, economic, and financial governance + Mini Quiz [2]

Required readings:

- **Naughton, Barry. (2020).** “China’s Global Economic Interactions”. In: David Shambaugh (Ed.). *China & the World* (113-136). Oxford University Press.
- **Gülseven, Yahya. (2021).** “‘Aid with Chinese Characteristics’: Competitive and/or Complementary?”. *The Pacific Review* 34(6): 901-925.
- **Qian, Nancy. (2021).** *The Case for Chinese Foreign Aid*. Project Syndicate, November 8.

WEEK 8 (23 October 2025): China’s role in global peace, security, and conflict resolution governance

Required readings:

- **Morton, Katherine. (2020).** “China’s Global Governance Interactions”. In: David Shambaugh (Ed.). *China & the World* (156-180). Oxford University Press.
- **Saunders, Phillip C. (2020).** “China’s Global Military-Security Interactions”. In: David Shambaugh (Ed.). *China & the World* (181-207). Oxford University Press.

WEEK 9 (30 October 2025): China’s role in global environmental, climate, and energy governance

Required readings:

- **Shapiro, Judith. (2024).** *China’s Environmental Challenges*. Polity Press.
[Read Chapter 1 – “The Big Picture” (pp. 1-32)]
- **Feng, Rui. (2024).** “China’s Energy Security and Geopolitical Imperatives: Implications for Formulating National Climate Policy”. *Next Energy* 2(100034): 1-16.

PART III:

CHINA’S EVOLVING RELATIONS WITH KEY POWERS, REGIONS, AND ACTORS

WEEK 10 (6 November 2025): China’s relations with the United States of America + Mini Quiz [3]

Required readings:

- **Sutter, Robert. (2020).** “China’s Relations with the United States”. In: David Shambaugh (Ed.). *China & the World* (211-232). Oxford University Press.
 - **Erickson, Andrew S. (2022).** “How Will China’s National Power Evolve vis-à-vis the United States?”. In: Maria Adele Carrai; Jennifer Rudolph & Michael Szonyi. (Eds.). *The China Questions 2: Critical Insights Into US-China Relations* (161-170). Harvard University Press.
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WEEK 11 (13 November 2025): China’s relations with the Russian Federation and the European Union

Required readings:

- **Voskressenski, Alexei D. (2020).** “China’s Relations with Russia”. In: David Shambaugh (Ed.). *China & the World* (233-250). Oxford University Press.
 - **Godement, François. (2020).** “China’s Relations with Europe”. In: David Shambaugh (Ed.). *China & the World* (251-269). Oxford University Press.
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WEEK 12 (20 November 2025): China’s relations with Asia and the Pacific, Africa, and Latin America

Required readings:

- **Yahuda, Michael. (2020).** “China’s Relations with Asia”. In: David Shambaugh (Ed.). *China & the World* (270-290). Oxford University Press.
- **Goldstein, Steven M. (2018).** “(When) Will Taiwan Reunify with the Mainland?”. In: Jennifer Rudolph & Michael Szonyi. (Eds.). *The China Questions: Critical Insights Into a Rising Power* (99-109). Harvard University Press.
- **Vogel, Ezra F. (2018).** “Can China and Japan Ever Get Along?”. In: Jennifer Rudolph & Michael Szonyi. (Eds.). *The China Questions: Critical Insights Into a Rising Power* (110-116). Harvard University Press.
- **Repnikova, Maria. (2022).** “Is China Competing with the United States in Africa?”. In: Maria Adele Carrai; Jennifer Rudolph & Michael Szonyi. (Eds.). *The China Questions 2: Critical Insights Into US-China Relations* (144-150). Harvard University Press.

- **Rodríguez, Fabricio & Rüland, Jürgen. (2022).** “Cooperative Counter-Hegemony, Interregionalism and ‘Diminished Multilateralism’: The Belt and Road Initiative and China’s Relations with Latin America and the Caribbean (LAC)”. *Journal of International Relations and Development* 25: 476-496.
 - **Shambaugh, David. (2020).** “China and the World: Future Challenges”. In: David Shambaugh (Ed.). *China & the World* (343-367). Oxford University Press.
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WEEK 13 (27 November 2025) Course wrap-up + Mini Quiz [4]

Required readings:

- **Read or revise all of the course’s required readings, lectures, and other applicable course materials in preparation for the Final Quiz.**

WEEK 14 (4 December 2025): FINAL QUIZ