China in the Caribbean

INTEL 390-01

TR: 3.05pm – 4.20pm
Classroom: Maybank 322

Instructor: Prof. Lisa M. Samuel
Office: 9 Glebe Street, Rm. 202
Office Hours: unless otherwise indicated by the Instructor - Wednesdays, 10am – 1pm; and by appointment.
Telephone: 843-953-3389
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Course Description
Since the beginning of the 21st Century, China's economic and political relationship with the countries of the Caribbean has grown significantly. This, together with the emergence of China as a major player in the global economy, demands the attention of all those interested in understanding these interrelated dynamics and their significance for the Caribbean's repositioning in the global world.

This course will identify and examine the motives for China's conduct in the Caribbean, and account for the region's receptivity of China's overtures in this regard.

In studying China's motives, we will situate its actions within the wider contexts of its general foreign policy, the geopolitics of its present global positioning, and it "superpower" status. The nature and extent of China's actions will be examined and analyzed by reviewing development assistance, trade and foreign investment in the Caribbean. In seeking to account for the Caribbean's "open arms" welcome for China, we will similarly situate its actions in the wider context of its foreign policy, and consider possible adjustments that will have to be made to the traditional diplomatic and economic relations which have thus far dominated the external relations of the Caribbean.

Finally, we will also consider the US response to the rise of China in the Caribbean.

Required Text
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(2.) Other readings, handouts and supplements which will be posted in OAKS, and/or emailed to you, and/or distributed to you in hard copy throughout the semester. These are marked with an * below.

Please Note: This syllabus, including the class schedule, readings, and assigned work and exams, is subject to change as necessary, at the discretion of the Instructor. Changes will be announced in class and by email. It is the responsibility of each student to keep up with all readings and assignments.

Course Requirements and Grading

Class Format
Our purpose in this class is to create a dynamic and focused intellectual environment in which learning is a collective process. To that end, we will analyze, critique, and debate the weekly readings.

Please note that participation comprises a significant portion of the course grade. There will be little formal lecturing on my part. Instead, class time will be spent in open discussion with the use of a modified Socratic question and response method. During the class, I will call on students at random to respond to questions about the text. In answering, continued failure to demonstrate that you have read and wrestled with the assigned material will lower your participation grade.

Class Attendance
Attendance is mandatory. I will record your attendance at every class session. In general, irregular, unexcused absences may lead to the reduction of your overall grade at my discretion (see below for further detail). Furthermore, class participation counts for 15% of your final grade; at the risk of stating the obvious, if you are absent, you cannot participate.

Class Participation
You are expected to read all of the assigned material prior to the class for which it is assigned, and to actively participate in class discussions. Constructive, productive, respectful class discussion is something I take very seriously. I not only encourage it, but require it of each of you (see below re Class Participation and Courtesy in Class). Once we have such discussion going, I will not stifle it. This may mean that there are times when our class appears to go “off topic” – but do not assume this to be the case. Often such discussions lead to the new “ways of seeing” old material and ideas which I consider vital to your learning experience in my class.

Learning should not be viewed as a passive exercise in which you listen to your Instructor lecture on a particular topic. I expect you to participate in class discussions by asking questions and making observations about the readings, and by analyzing the topics critically. Critical thinking is an ongoing process of continuous assessment and reassessment of the dominant views in a field of study. My goal is to engage everybody in a continuing dialogue with the readings and with
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each other. I value the quality of your comments. Please do not simply repeat what has been said in class. Attempt to provide an analysis of the material covered.

As noted above, part of your final grade will depend upon your class participation. The grade I assign for your class participation will be based on the quality rather than the frequency of your participation during class meetings. To improve the quality of your participation, finish the assigned readings for the week before coming to class and keep yourself informed of current global events by regularly following the news.

If you do not feel confident about expressing your opinion(s) on a particular issue that is taken up for discussion, then ask a relevant question. Often, a thoughtful question that is well-formulated will earn you more points than an unsubstantiated and irrelevant statement. Think critically and analytically, and please do not hesitate to ask for explanations of terms used in class.

Assignments
Discussion leadership exercises x 2: I will distribute assignment sheets allotting days/classes for each student’s leadership of class discussion. You will be expected to come to class on your 2 assigned days with a summary which explains the main arguments of the day’s assigned readings, and a quote from one of your assigned readings which you found particularly interesting or problematic. You will present this to our class and briefly demonstrate how your quote relates specifically to a major idea/theme from the readings and why you found your selected quote particularly interesting or problematic. We will then have a class discussion session on your presentation. The aim of these exercises is for us to seek to arrive at a deeper understanding of the material at hand, and to learn from differently situated perspectives of our classmates.

One take-home exam, to be distributed on Thursday, February 12, 2015. The completed exam must be returned to me in hard copy at the start of class on Thursday, February 19, 2015.

One research paper due by or before 4pm via OAKS Dropbox on Tuesday, May 5, 2015, based upon a topic which I will assign one month before the paper is due. If you are absent from the class in which I distribute the topic, it is entirely your responsibility to get the topic from me. This paper will test your understanding of the relevant material, and will require you to critically examine the main ideas of the arguments in that material in relation to one another. Thus you will be expected to: explain the main argument(s) of the relevant material; present an argument about the material based upon your own opinion; and defend your argument using evidence from the relevant material. You should use quotations from the relevant material to provide evidence for both your explication and analysis. You will be graded on the clarity of
your analysis (this is more important than whether or not I agree with your particular argument). Papers must be typed, double-spaced, using 12 point font Times New Roman, not more than 20 pages long (excluding references), and fully cited. You may use MLA, Chicago, or APA styles. Failure to fully cite materials used will be considered plagiarism, i.e., pretending that the words and ideas of another are, in fact, your own. This includes a failure to use quotations, a failure to indicate when you are paraphrasing someone else’s words, and a failure to give credit to the author of the ideas you are using. This is academic dishonesty and, as noted herein, I have zero tolerance for academic dishonesty.

Grading
The final grade will consist of the following:
- Take-home Exam 25%
- Research Paper 30%
- Class Discussion Leadership x 2 30%
- Participation 15%

Grading Scheme

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
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<td>60-62</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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</tbody>
</table>

Your final grade will be determined by the quality of your work as set out above. I grade on a straight scale; I do not curve or otherwise judge your performance against that of your classmates.

If you wish to know your current grade standing in class, inquire with me about this in person. I do not give or “discuss” grades by email; this is to protect your privacy.

Remember that attendance is required and participation is taken into account in your final grade to a significant extent (see above). For some class sessions, you will be given and/or sent
discussion questions about the readings by email, which you are expected to prepare for in-class participation.

**Note:** Your grade will be lowered if you have more than 3 unexcused absences. Unexcused absences in excess of 3 will result in grade penalties, and may include removal from the course roll. You are required to report your fourth and any successive absences with appropriate documentation to the Absence Memo Office at 67 George St. You are responsible for obtaining/studying all material, including readings, films, and lectures, whether you are present or absent from class. I will not normally grant extensions for assignments, and late assignments will be penalized. Papers are due on the dates stated at the beginning of class sessions. Emailed or late papers will face grade deductions. Every day a paper is late, your grade will be reduced by 5%; a paper more than 4 days late will receive an automatic grade of F. To reschedule a make-up exam, you must provide a formal excuse and the respective evidence, such as a doctor’s note routed through the Absence Memo Office.

**Special Circumstances**

If you have any kind of special circumstances which I should be aware of, please do let me know early on so that your learning needs may be appropriately met. If you have SNAP accommodations of any kind, please make the appropriate notifications and arrangements with the Center for Students with Disabilities within the very first week of class. Alternatively, if you have any sort of undiagnosed learning disability, a physical impairment of any kind that will require special arrangements for taking class notes, papers, or exams, if you are an athlete or a member of any club or organization which will cause you to travel during our course, please let me know so that the appropriate steps may be taken.

**Courtesy in Class**

As the semester progresses, you will be exposed to a wide range of perspectives, approaches, practices, and opinions. These you will encounter in your assigned readings, and in the views expressed by your instructor and fellow classmates. You may disagree with these on a personal, religious, or scholarly level. However, you are expected at all times to demonstrate respect for the views of your classmates, your Instructor, and the published scholars whose work you will read. If you wish to discuss perspectives, approaches, practices, and opinions with which you may not agree, you must do so in an informed fashion which demonstrates that you have engaged with the relevant course material, and in a manner which does not belittle or intimidate. By us all adopting such a posture, it is hoped that you will find our course to be a challenging, inspiring and enlightening experience in which you have the opportunity to revisit and, perhaps, revise, what you believe to be “truth” in the context of International Studies.

**Academic Honesty**

When you enrolled in the College of Charleston, you signed an Honor Code. I expect that you will abide by that Code. I have zero tolerance for academic dishonesty. I reserve the right to prosecute to the fullest any act of academic dishonesty, that is, plagiarism and/or cheating, etc., by reporting same to the Honor Board. Students should be aware of the College’s policies on
plagiarism as published in the Student Handbook. If you are unfamiliar with the College’s plagiarism policy please consult your student handbook.

**Please Note…**
…my office hours and contact information as set out at the start of this syllabus. Please do not hesitate to let me know if you have any questions, concerns, special circumstances, or problems. If a crisis arises which will impact your ability to fully participate in our class, please contact me ASAP so that we can work towards a resolution. Last, but not least, please know that if you attend classes, complete your preparations, and attempt to participate in class, but still have some difficulty, I will do my utmost to help you understand and engage the material – that said, you must be sure to attend fully to your own responsibilities as part of our class.

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**Course Schedule**

**Jan. 13 – 16** - SALISES Conference – NO CLASS

**Jan. 20: Introductions & expectations**

*No assigned reading*

**Jan. 22 – Overview of Class Themes**

*View in class:*

https://www.youtube.com/watch?v=ixs7sR7m1Rk

*No assigned reading*

**Jan. 27 – The Caribbean: Setting the Stage I, Locating the Region, & Key Terms**

Bernal, pp. ix-xi

*Girvan, Norman, “Reinterpreting the Caribbean”, in Meeks, Brian and Folke Lindahl eds., New Caribbean Thought: A Reader, UWI Press, 2001, pp. 3-23;*

*Jessop, David. January 4, 2015. “A Location of Strategic Importance”, at www.Caribbean-council.org.[You should have read this already!]*

Consider the questions: Are Latin America and the Caribbean one-and-the-same region? Does Latin America as a region encompass the Caribbean? Why study China in the Caribbean? Can it be assumed that China’s economic and political presence in Latin America the same as it is in the Caribbean? Is the Caribbean of particular geo-political strategic importance to China?

**Terms for review – please prepare to discuss in class:**

The Caribbean
China
policy space
dollar diplomacy
economic development
human development
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Washington Consensus
economic globalization
political globalization
neo-colonialism
authoritarian capitalism
neoliberalism
development assistance
Cold War
CARICOM
“One China”
FDI
soft power
multi-polar world
uni-polar world

Jan. 29 – The Caribbean: Setting the Stage II, Contextualizing the Issues – the State of Development in the Caribbean

View in class (Short) Documentary: Jamaican Street Food


Feb. 3 – China’s Global Re-Dimensioning, I:
The Rise of China Bernal, chap. 1, pp. 1-17
A New Global Power Configuration Bernal, chap. 1, pp. 17-23

Feb. 5 - China’s Global Re-Dimensioning, II:
Intra-Asian Tensions Bernal, chap. 1, pp. 24-31

Feb. 10 – China and Small Island Developing States

pp. 1-15
pp. 15-23

Feb. 12 – The Growing Presence of China in the Caribbean

Bernal, chap. 2, pp. 32-49
Bernal, chap. 2, pp. 49-64

&
Distribution of Take-Home Exam

Feb. 17 – China’s Peaceful Rising in the Caribbean (& Latin America)

Opportunities than Challenges”, in *Journal of Emerging Knowledge on Emerging Markets*, vol. 1, issue 1

**Take-Home Exam Due**

**Feb. 19 – Factors Explaining the Expanded China-Caribbean Relationship**
*China’s Motives*: Bernal, chap. 3, pp. 65-72
*Why is the Caribbean Receptive?* Bernal, chap.3, 72-76

**Feb. 24 – China in the Americas – Review I**
No assigned reading
View in Class and Discuss: *China in the Americas – Ambassador Richard Bernal*

**Feb. 26 – China in the Americas – Review II**
No assigned reading
Review material to date

**March 1 – March 8 – SPRING BREAK**
*Enjoy and Be Safe!*

**March 10 – Globalization & Culture: One World or Clashing Cultures?***
View in Class and Discuss: *Dan Rather Reports – China in the Caribbean*

**March 12 – Caribbean Relations with China in a New Geopolitical Context**
Bernal, chap. 4, pp. 77-86

**March 17 – The Caribbean’s Economic Opportunities and Challenges**
Bernal, chap. 4, pp. 86-94

**March 19 – China and Cuba**

**FOR THIS CLASS, EVERYONE IS REQUIRED TO BRING IN ONE (1) NEWSPAPER ARTICLE THAT DEALS WITH CHINA’S RELATIONSHIP WITH CUBA (OTHER THAN ASSIGNED MATERIAL), AND COME PREPARED TO DISCUSS SAME.**

**March 24 – China’s Military and Security Relations with the Caribbean, I**
*Staff Report – China-Caribbean Relations, pp.7-9*
March 26 – China’s Military and Security Relations with the Caribbean, II
chap. 2

March 31 – DEBATE!
“China is/is not the second most important external power in the Caribbean in 2015”

April 2 – DEBATE!
“China presents an opportunity/threat to the U.S. in the region”

April 7 – The Caribbean in China’s Future Global Relations
Bernal, chap. 4, pp. 94-109

April 9 – Is China Challenging U.S. Global Hegemony?
*Humphrey, John Jing Gu and Dirk Messner. 2007. “Global Governance and Developing Countries: The Implications of the Rise of China”, in World Development 36(2) pp274-292

April 14 – China in Africa, I
Documentary When China Met Africa and class discussion

April 16 – China in Africa, II
When China Met Africa discussion continued

April 21 – Review of Research Paper Requirements

April 23 – Wrap-up