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| **UNIVERSIDAD DEL SALVADOR**  **DEPARTMENT OF SOCIAL STUDIES** | **INTERNATIONAL RELATIONS**  **POLITICAL SCIENCE** |

**PROGRAMME (2020)**

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| **CLASS:** | | | | | *Latin America and China: economic relations and political approaches (International Relations Seminar)* | | | | | |
| **PROFESSOR:** | | *Fernando Suárez Rubio* | | | | | | | | |
| **TOTAL HOURS PER WEEK:** | | | *3* | | | **TOTAL HOURS:** | | *54* |
| **SEAT:** | *Center* | | | **COURSE:** | | |  | | **SHIFT:** | *Night* |
| **ACADEMIC YEAR:** | | | *2020* | | | | | | | |
| **URL:** |  | | | | | | | | | |

**PROFESSORSHIP´S COMPOSITION:**

|  |  |
| --- | --- |
| **professor** | **E-mail** |
| *Fernando Suárez Rubio* | **pablof.suarezrubio@gmail.com** |

**BACHELOR´S AREA IN WICH THE SEMINAR IS LOCATED:**

*This is an elective seminar held at the Department of Social Studies at Universidad del Salvador (USAL) for foreign exchange students (and USAL´s International Relations students).*

**COURSE / SEMINAR FOUNDAMENTS:**

*We can take the region as an aggregate sample and establish how, during the second half of the first decade of the 21st century, China (PRC) has become the trading partner whose exchange has surpassed all forecasts and emerged a cornerstone for all the economies.*

*The PRC displaced the European Union in 2014 as the second largest market for exports from Latin America and the Caribbean, while in 2010 it surpassed it as the second main source of its imports.*

*But when we disaggregate by nations, we observe somewhat different results or at least new appreciations within the more developed bilateral relations. That’s when political approaches gain importance for us.*

*In a key period to understand changes that have been taking place in the interior of China, both economic and political, we dwell on the analysis of Latin American cases that enjoyed a certain "privilege" when facing their institutional, commercial and financial relations with the PRC, searching differences, nuances and, of course, major conflicts publicized associated with negative externalities caused by in the so called “South-South Cooperation”.*

*This task could never be carried out with relevance and completeness, if the design of the chines foreign policy and their “Grand Strategy” in not analyzed before.*

**OBJECTIVES:**

*\* Go through history, linking the great economic, political and institutional changes that synthesized traditional China and the actual modern World Power.*

*\* Highlight major PCR XXI century reforms and global policies.*

*\* Develop a general approach to Latin America (focusing on South American countries); then, a specific one for certain model cases.*

*\* Observe differences and similarities between the South American countries, hoping to generate curiosity or concerns on students, about one or another in particular.*

*\* Analyze inter-bloc commercial and financial relationships and the main novelties of the 21st century. Highlight the political agreements and new emerging institutions between the countries in question.*

**TIME ALLOCATION:**

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| --- | --- | --- | --- |
|  | **Teórica** | **Práctica** | **Total** |
| **Workloud** | 42 | 12 | 54 |

**UNITS, CONTENTS & MATERIALS:**

**ZERO UNIT: THE WORLD IS IN DEBATE**

Introduce students to a series of discussions that cross and bond social sciences, making the work of the international analyst more complex.

***Suggested readings:***

\*Chang, Ha-Joon (2002) Kicking Away the Ladder: development strategy in historical perspective. London, Anthem Press.

\*Streeck, Wolfgang. (2011) “*The crisis of Democratic Capitalism*” on *New Left Review N° 71*, nov 2011, Londres. pp. 5-26

**FIRST UNIT: ABOUT CHINA**

China is making its way into a Western world whose own rules of the game, good practices, guidelines and tailor-made institutional crystallizations, led in large part to the crisis and the deepening of extreme indicators of human development and anomie between states and societies.

It is essential to attend China’s economic rise from the relative success of Deng Xiaoping’s Reforms Policies launched in 1978: from a planned central vision, strongly critical of the country's poverty, they build their own model, based on the propensity to save and the industriousness of the Chinese people. Their expansive economic behavior brought with in the search for energy, food and raw materials for the early industry and an incipient middle class.

***Suggested readings:***

\*Kissinger, Henry (2011) On China. London, Penguin Press.

\*Lampton, David M. (2014). Following the Leader: Ruling China, from Deng Xiaoping to Xi Jinping. University of California Press.

\* Shambaugh, David (2013). China Goes Global: The Partial Power. Oxford University Press, USA

***Complementary:***

\* Arrighi, Giovanni (2007). Adam Smith in Beijing. Lineages of the 21st century. Verso, London.

**SECOND UNIT: ABOUT LATINAMERICA**

After a calamitous end of the century, the beginning of the 21st brought to Latin American countries an acceleration of economic growth at an average per capita rate of 3%, while public debt as a percentage of GDP decreased from 52% of GDP to 35% around 2007.

However, political and economic integration was never agreed, proliferating multiple (dissimilar) spaces and bilateral agendas that responded more to junctures than to the long term.

***Suggested readings:***

\* Skidmore, Thomas E.; Smith, Peter H.(2005) -Modern Latin America, Sixth Edition

\* Cockroft, James (2001). América Latina y Estados Unidos. Ed. Siglo XXI, México.

***Complementary:***

\* Dello Buono, Richard Alan (2006). Imperialism, Neoliberalism and Social Struggles in Latin America –Brill. Boston, USA.

\* Dabène, Olivier (2009). The Politics of Regional Integration in Latin America. Theoretical and Comparative Explorations. London, Palgrave Macmillan. UK.

**THIRD UNIT: CHINA MOVES. INFLUENT BILATERAL RELATIONS ANALYSIS.**

The contemporary deployment of the bilateral and inter-regional relations that are presented, not only swells trade and the flow of Foreign Direct Investment (FDI), the rapprochement of positions in forums and multilateral organizations, the creation of new common institutions or the controversies about economic complementarities and reprimarization of the economies. It also has raised the academic debate about "opportunities and threats", "breaks and continuities" and so many discussions, as possible epistemological approaches.

***Suggested readings:***

\*Gallagher, Kevin; Irwin, Amos. & Koleski, Katherine (2012). *The New Banks in Town: Chinese Finance in Latin America en* China and Latin América. US: Inter-American Dialogue Report.

\* Suárez Rubio, Fernando (2014): “Latin America and China. Conflictive Cooperation and the myth of possible symmetry” at XI Congreso Nacional y IV Congreso Internacional sobre Democracia (Memorias), Rosario: UNR, Septiembre 2014.

***Complementary:***

\* Klare, Michael (2012). “*China´s Imperial Predicament”* onCensuario N°159, Sept 2012 Le Monde Diplomatique, 2012.

**FOURTH UNIT: WHERE ARE WE GOING?**

Actual discussions on China’s role for the future 50 years. United States actions and consequences. Latin-America’s dilemma.

**Suggested readings:**

\* V.V.A.A. (2011). Does the 21st Century Belong to China? Kissinger and Zakaria vs. Ferguson and Li. The Munk Debate on China. Toronto, Aurea Foundation. Canada.

\* Yukon, Huang (2017). Cracking the China Conundrum: Why conventional Economic Wisdom is wrong. Oxford University Press, UK.

\* Vukovich, Daniel (2019). Illiberal China. The Ideological Challenge of the People’s Republic of China, China in Transformation Series, Hong Kong University, Springer Nature Singapore Pte Ltd.

***Complementary:***

**\*** Shao, Binhong (2015). China Under Xi Jinping: Its Economic Challenges and Foreign Policy Initiatives. Boston. Brill, USA.

\* Tsang, Steve (2016) China in the Xi Jinping Era. Palgrave Macmillan, China Policy Institute Series, UK.

**METHODOLOGICAL RESOURCES:**

*Classes will be developed under the theoretical-practical dyad, emphasizing one or another, as appropriate in each Unit.*

*Workshop propose an audiovisual instance that triggers themes and multiple visions about readings and a subsequent group debate.*

*The core of the seminar and most valuable incentive for students relies on the production of an essay that, if achieves an excellent grade, will be officially published.*

*Bibliography reading is mandatory, given that we ponder authors’ knowledge.*

**EVALUATION / APPRAISAL:**

*Students will earn two (2) different grades, based on individual and collective examination activities (essays & groups practical works/debates).*

*Final approval requires the fulfillment of 75% of attendance according to the established University’s regulation. Under no aspect will be granted regularity condition to students who do not comply with this last requirement.*

**FINAL EXAMINATION:**

*Exchange Students will get the average of their grades (no final examination)*

*National Students will summarize the seminar preparing a colloquium.*