

Keio University Syllabus and Timetable

INTRODUCTION TO CONTEMPORARY CHINA-JAPAN RELATIONS

Lecturer(s)	MACIKENAITE, VIDA
Credit(s)	2
Academic Year/Semester	2024 Fall(1st Half)
Day/Period	Fri.3,4
Campus	Mita
Classroom	447
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	18666
Faculty/Graduate School	INTERNATIONAL CENTER
Year Level	2, 3, 4
Grade Type	S, A, B, C, D
K-Number	CIN-CO-00233-212-06

[▼ Detail](#)
Course Contents/Objectives/Teaching Method/Intended Learning Outcome

The purpose of this course is to introduce the students to contemporary Sino-Japanese relations and enhance their understanding of the dynamics between the two countries over the decades. The course first presents the general broader view of the bilateral relations and its structure in historical perspective, and then examines more thoroughly the key issues in China-Japan relations. The course wraps up with a view at China-Japan relations in the regional perspective.

Classes are organised as interactive lectures. One or two sessions in the course are dedicated to a debate stimulation on a territorial dispute between China and Japan.

Active Learning Methods [Description](#)

Discussions, Debates
Group work
Role-playing
Problem-based learning

Preparatory Study

It is estimated that around 2.5 hours preparation is required for each single session (reading assignments and review of earlier class PPT).

Note that some readings in the syllabus are optional or you only need to choose a chapter among the few. Reading assignments are subject to an update prior to the course. The latest information will be available on Canvas-LMS course page.

Lesson 1

Course contents and requirements.

Historical background: China and Japan in the 19th century.

Below is the list of recommended readings (not mandatory):

1. "Rivalry in Korea and the Sino-Japanese War, 1882–1895." In Vogel, 2019. Ch. 4, pp. 100-131, <https://doi.org/10.2307/j.ctv24w63rq.7>
2. "Japanese Lessons for a Modernizing China, 1895–1937," with Paula S. Harrell. In Vogel, 2019. Ch. 5, pp. 132-174. <https://doi.org/10.2307/j.ctv24w63rq.8>
3. "The Colonization of Taiwan and Manchuria, 1895–1945." In Vogel, 2019. Ch. 6, pp. 175-202, pp. 175-202. <https://doi.org/10.2307/j.ctv24w63rq.9>
4. "Political Disorder and the Road to War, 1911–1937," with Richard Dyck. In Vogel, 2019. Ch. 7, pp. 203-247. <https://doi.org/10.2307/j.ctv24w63rq.10>
5. "The Collapse of the Japanese Empire and the Cold War, 1945–1972." In Vogel, 2019. Ch. 9, pp. 286-326. <https://doi.org/10.2307/j.ctv24w63rq.12>

Lesson 2

Sino-Japanese relations in the 20th century. Normalisation of relations in 1972.

Reading:

1. Bush, Richard. "China-Japan Relations: A Brief Review," Ch. 3 in *The Perils of Proximity: China-Japan Security Relations*, Brookings Institution Press, 2013, pp.12-23.

Recommended reading:

1. "The Sino-Japanese War, 1937–1945." In Vogel, 2019. Ch. 8, pp. 248-285, <https://doi.org/10.2307/j.ctv24w63rq.11>

Lesson 3

China post WW2. Foreign policy decision making in China and China's Japan policy

1. Burcu, Oana. The Chinese Government's Management of Anti-Japan Nationalism during Hu-Wen Era. *International Relations of the Asia-Pacific* 22 (2), 2022. pp. 237–266. <https://doi.org/10.1093/irap/lcab002>

Lesson 4

Japan post WW2. Japanese domestic politics and Japan's China policy.

Readings:

1. "Diplomacy and Domestic Interests." In Sheila A. Smith. *Intimate Rivals: Japanese Domestic Politics and a Rising China*, (Council on Foreign Relations Book). Columbia University Press, 2016. Ch. 2, pp. 17-56.

Lesson 5

The structure of China-Japan relations. Bilateral relations under different administrations.

Readings (make sure to read at least one chapter upon your choice):

1. "Working Together." In Vogel, 2019. Ch. 10, pp. 327-355.
2. "The Deterioration of Sino-Japanese Relations, 1992-2018." In Vogel, 2019. Ch. 11, pp.356-404.

Lesson 6

Economic relations and economic security. Japanese ODA to China.

Readings:

1. TBC.
2. Sekiyama T. Japan's Policy toward China under Strong Anti-Chinese Sentiment: A Case of Terminating Yen

Lesson 7

History and memory in bilateral relations.

Readings:

1. Hai Guo (2022) Sorry seems to be the hardest word: the 1972 system, the reparation issue, and the history problem in Sino-Japanese relations, *Critical Asian Studies*, 54:1, 22-46, DOI: 10.1080/14672715.2021.2010108

Optional readings:

1. Ryuji, Hattori. *Understanding History in Asia: What Diplomatic Documents Reveal.* Japan Publishing Industry Foundation for Culture, 2019.

Lesson 8

Yasukuni Shrine and its role in bilateral relations.

Readings:

1. "Japan's Imperial Veterans." In Smith, 2016. Ch. 3, pp. 57-100.

Lesson 9

Territorial disputes in the East China Sea: Senkaku/Diaoyu Islands, maritime boundary delimitation.

Readings:

1. "A Shared Maritime Boundary." In Smith, 2016. Ch. 4, pp.101-245.
 2. "Island Defense." In Smith, 2016. Ch. 6, pp.188-236.
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Lesson 10

Debate simulation (territorial disputes).

Students will pick one of the positions below to write a position paper (position paper due one week before the role-play debate simulation in the class):

- (1) China's position on Diaoyu islands;
- (2) Japan's position on Senkaku islands in response to China's territorial claims;
- (3) international public law perspective (the students will have to understand the dispute and then do research to evaluate and offer judgement in the dispute from the international public law perspective. The students are encouraged to review the principle of terra nullius, familiarise themselves with precedents and how disputes were settled in earlier cases, and also look into the UN Convention of the Law of the Seas to write their position paper).

Papers will be submitted as individual work and then positions will be represented in the class negotiation simulation as group work.

Lesson 11

One-China policy.

(no reading)

Lesson 12

Japan's relations with Taiwan.

Readings:

1. Mike Mochizuki (2022) Tokyo's Taiwan Conundrum: What Can Japan Do to Prevent War?, *The Washington Quarterly*, 45:3, 81-107, DOI: 10.1080/0163660X.2022.2127881
2. Xin, Zhai. "Securing Taiwan: Separating the Two Sides of the Taiwan Strait in Japan's China Policy" *Asian Studies Review*. 2022. 46(1): 93-109.

Lesson 13

The rise of China as a global player: Belt and Road Initiative, China's participation in global governance and global agenda.

Readings:

Readings:

1. Insisa, Aurelio & Giulio Pugliese (2022) The Free and Open Indo-Pacific versus the Belt and Road: Spheres of Influence and Sino-Japanese Relations, *The Pacific Review*, 35:3, 557-585, DOI: 10.1080/09512748.2020.1862899

Lesson 14

Japan's security strategy since 2012. Free and Open Indo-Pacific and Japan's international cooperation.

Readings:

1. Ken, Jimbo. "The Rise of China and Japan's Foreign Policy Reorientation." In Mingjiang Li and Kalyan M. Kemburi. *China's Power and Asian Security*. Routledge, 2015. Ch. 13, pp.249-264.
2. A reading on Japan's latest security strategy revision TBC.

Other

Make-up class; final submission of reflections on selected-topic readings

Method of Evaluation

1. Preparation for and participation in the debate simulation - 30%
2. Reflection on the readings and weekly topics- 2x20% (twice, student-selected topic).
3. Participation in class discussion (based on the readings) - 30% (cumulative evaluation from each session)

Textbooks

- * Smith, Sheila A. *Intimate Rivals: Japanese Domestic Politics and a Rising China* (Council on Foreign Relations Book). Columbia University Press, 2016.
- * Vogel, Ezra F. *China and Japan: Facing History*. Harvard University Press, 2019.

Reference Books

- * Dreyer, June Teufel. *Middle Kingdom and Empire of the Rising Sun: Sino-Japanese Relations, Past and Present*. Oxford University Press, 2016.
- * Kokubun, Ryosei, Yoshihide Soeya, Akio Takahara, Shin Kawashima. *Japan-China Relations in the Modern Era*. Routledge, 2017.
- * Wan, Ming. *Understanding Japan-China Relations: Theories and Issues*. World Scientific, 2015.
<https://doi.org/10.1142/9629>.

Lecturer's Comments to Students

The course is introductory-level and thus no prior preparation for the course is required.

The classes will be conducted as interactive lectures, where moderated students' discussion is highly encouraged. Thus, students are expected to come having completed the reading assignments.