

Keio University Syllabus and Timetable

INTRODUCTION TO CONTEMPORARY CHINA-JAPAN RELATIONS

Lecturer(s)	MACIKENAITE, VIDA
Credit(s)	2
Academic Year/Semester	2025 Fall(1st Half)
Day/Period	Fri.3,4
Campus	Mita
Classroom	447
Class Format	Face-to-face classes (conducted mainly in-person)
Registration Number	87642
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

This course aims 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 bilateral relations and its structure from a historical perspective. It then thoroughly examines key issues in China-Japan relations, such as history memory, economic interdependence, political relations, territorial disputes, and security. The course wraps up with a view of China-Japan relations from a regional and global perspective.

Classes are organized as interactive lectures. Based on the reading assignments, students may discuss specific problems in groups.
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 hours of preparation is required for each single session (reading assignments and review of earlier class PPT).

Note that some readings in the syllabus are mandatory and others - recommended (optional).

Reading assignments are subject to change. The latest information will be available on the Canvas-LMS course page.

Lesson 1

Course contents and requirements.

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

Required:

* Ch. 2, "China, Japan and the Coming of the West" in June Teufel Dreyer, *Middle Kingdom and Empire of the Rising Sun: Sino-Japanese Relations, Past and Present*, Oxford University Press, 2016.

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

China's domestic political situation until 1949. Sino-Japanese relations in the 20th century. Normalization 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

Readings:

1. Suisheng Zhao (2021) *From Affirmative to Assertive Patriots: Nationalism in Xi Jinping's China*, *The Washington Quarterly*, 44:4, 141-161, DOI: 10.1080/0163660X.2021.2018795

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

International factors in the bilateral relations.

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 interdependence and its limits (Japanese development model, Yoshida doctrine, economic interdependence, economic security). Japanese ODA to China.

Readings:

1. June Teufel Dreyer, "China and Japan: 'Hot Economics, Cold Politics'," *Orbis*, Volume 58, Issue 3, 2014, 326-341. <https://doi.org/10.1016/j.orbis.2014.05.002>.
(<https://www.sciencedirect.com/science/article/pii/S003043871400026X>)

Lesson 7

Termination of Japanese ODA to China. Changing perceptions in each country.

1. Sekiyama T. Japan's Policy toward China under Strong Anti-Chinese Sentiment: A Case of Terminating Yen Loans to China. *East Asia: An International Quarterly*. 2012;29(3):295-311. doi: <https://doi.org/10.1007/s12140-012-9180-5>.

Lesson 8

History memory in bilateral relations. Yasukuni Shrine: historical significance and its role in bilateral relations. Japan's war apology.

Readings (mandatory):

1. Thomas U. Berger. "Precarious balances: History and memory in Japan's foreign relations." In Mary McCarthy (ed), *Routledge Handbook of Japanese Foreign Policy*.
2. "Japan's Imperial Veterans." In Smith, 2016. Ch. 3, pp. 57-100.

Optional:

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

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.

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

China's One-China policy and relations with Japan.

Reading:

1. Adam P. Liff (2022). "Japan, Taiwan, and the 'One China' Framework after 50 Years." *The China Quarterly*, 252: 1066-1093. doi:10.1017/S0305741022001357.

Lesson 12

Japan's relations with Taiwan.

Readings (chose one):

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.
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Lesson 13

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

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
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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. Ch. 2 and Ch.3 in Michael Green, The Line of Advantage, 2022.
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Other

Make-up class (if needed)

Method of Evaluation

1. In-class quiz 3 times x 25%
2. In-class quiz on territorial dispute - 20%
3. Attendance of the negotiation simulation - 5%

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 student' discussion is highly encouraged. Thus, students are expected to come having completed the reading assignments.

* In this course, the use of generative AI is permitted in limited context. Specifically, students may use AI in the following situations:

- As a tool for brainstorming the ideas for questions/discussion in the class
- For drafting the structure of assignments (note that the assignments are all in-class assignments) or ideas for negotiation simulation structure
- As a supplementary tool for research (however, students must verify the accuracy of the information themselves)

Please note the following:

- If you use AI, clearly indicate this in your submission (e.g., "Structure drafted using Gemini").
- Copying AI-generated text without attribution or using unverified sources may be considered academic misconduct.
- Independent thinking and critical evaluation of the AI generated content is required for assignments and reports. Therefore, the use of AI is prohibited in their actual writing.