

1. Course title

China and Africa (INT010E)

2. Professor

ALVES Ana Cristina

Ana Cristina Alves is Associate Professor at UM6P. She holds a PhD in International Relations from the London School of Economics and Political Science (LSE-UK 2012). Her teaching and research record spans 3 continents (Africa, Asia and Europe), having previously worked at the School of Political and Social Sciences- Technical University of Lisbon (ISCSP-UTL, Portugal 1998-2010), the South African Institute of International Affairs (Johannesburg 2010-2014) and the School of Social Sciences - Nanyang Technological University (NTU-Singapore, 2014-2021). Her research interest lies at the intersection of foreign policy, international political economy and development studies, with a specific focus on the dynamics of China's economic statecraft and its developmental and geopolitical impact in the African continent.

3. Course Description

This course aims to introduce students to China's contemporary engagement in the African continent framed by international relations, foreign policy and development debates. It provides students with a comprehensive knowledge of the foundations of China's foreign policy towards Africa, the main dimensions and features of its involvement in the continent over the past two decades, and the ensuing achievements and challenges for both sides, while exploring the impact in the continent's development and on its relations with traditional and other emerging partners.

The course is of interest to students who wish to gain a more structured understanding of China's engagement in Africa in an era of great power competition for markets and political influence.

INT010E will equip you with a critical understanding of the drivers, dynamics and impacts of a non-western rising power's engagement in a region that has a long history of subjection to changing forms of imperialism. This is an important asset for those who wish to make a difference by pursuing careers as diplomats, foreign affairs / development analysts or practitioners.

4. Course Objectives and Learning Outcomes

Aims:

- Familiarize students with the historical background of China-Africa relations and the drivers, agents and tools sustaining Beijing's engagement in the continent since the turn of the century
- explore the economic, social and political dimensions of contemporary relations while underlining constants and shifting trends

- examine the developmental outcomes and geopolitical implications deriving from China's deepening relations with Africa and how this has impacted the continent's agency in global affairs
- equip students with the knowledge and practical skills to construct their own analysis of specific aspects of China-Africa relations in non-biased and substantiated way
- foster practical problem solving skills in the context of current challenges in China-Africa relations

By the end of this course, and having attended all classes, completed the essential readings and assignments, you should be able to:

1. Explain historic and contemporary drivers of China's engagement in Africa and identify key shifts and continuities
2. Identify and explain roles of key actors and players on both China and Africa sides
3. List and discuss key dimensions of China-Africa contemporary relations and identify main achievements, challenges and changing features
4. Dissect and assess China's developmental and geopolitical impact in the continent and discuss African agency
5. Design a sound research inquiry and write a Policy Brief.
6. Unpack and explain concrete case studies and articulate well sustained arguments
7. Formulate sensible policy directions to address major challenges in China Africa relations

5. Pedagogical Arrangement of the Course

Main sessions:

Main sessions will be conducted in lecture style by the instructor with strategic 10-15mins open discussion breaks at key nodes of the lecture. Please keep your interventions short so as to give opportunity to other colleagues to participate too.

Each session has a list of essential and further readings. In preparation for the Lectures students are required to complete the essential readings, mostly composed by the relevant chapter(s) of the textbook. Further readings are mostly drawn from journal articles exploring specific topics. These are additional resources that will help you deepen your understanding of the course content and provide extra resources on which to draw when participating in in-class discussions and when preparing for your assignments. You are not required to go through all of these, so make strategic choices according to your interests.

Please note that attendance will be taken for each session, make sure to sign next to your name. Unjustified absences will reflect negatively in your performance evaluation.

Lab Sessions:

In lab session one I will explain in detail what is required from you for each coursework assignment. Particular emphasis will be placed on how to structure the Policy Briefing. Make sure you do not miss this lab session as I will not entertain private sessions explaining how to go about the coursework assignments. The remaining lab sessions will be dedicated to group work presentations (Policy briefing assignment).

Office hours:

By appointment only (cristina.alves@um6p.ma). Each session should have the duration of 10-15 mins. I will entertain sessions to address issues you may be facing with the assignments (i.e. if you unsure about the topic choice or how to go about it) or clarifications regarding the course content (in this case only when you cannot resolve it by doing your own research - meaning I will not entertain basic questions, please specify what your question is in the email and make sure to keep the thread of emails in all exchanges with me). Sessions can be held online or in my office.

6. Main Reference

Chris Alden and Dan Large (2018) *New directions in Africa-China Studies*, London & New York: Routledge

7. Complementary References:

Large, D. (2021). *China and Africa: The New Era*. John Wiley & Sons.

8. Assessment and Grading:

Evaluation	% of Total Course Grade
Participation and Attendance	5%
Presentations & Oral Work	10%
Projects & Other Assignments	25%
Mid-Term Assessment	30%
Final Exam	30%

Assessments	Details
Mid-Term Assessment	Takes place on Week 7 The Mid-Term Test will take place during the scheduled week 7 timeslot. The test is composed of 6 to 8 essay questions covering the course content from main sessions 1 to 5. Students will have to chose and answer one question only and elaborate a mini-essay (2 hand-written pages). You will have to clearly state your argument in the introduction, then further elaborate on your claim while substantiating it with concrete examples, relevant theories and debates, followed by a conclusion. This is a-real time, closed book test, requiring physical presence in the

	<p>classroom. The test has the total duration of 2 hours.</p> <p>There is zero tolerance for cheating behaviour, including plagiarism and the use of AI tools, If your essay has instances of these you will be marked zero and reported to the school's disciplinary committee.</p>
Final Exam	<p>2 Hours and 30 Minutes during the Finals period</p> <p>The final exam will take place during the scheduled exams period, date to be announced by scholarite. The test is composed of 8 to 10 essay questions covering the course content from main sessions 6 to 10. Students will have to chose and answer one question only and elaborate a mini-essay (2 pages, handwritten). You will have to clearly state your argument in the introduction, then further elaborate on your claim while substantiating it with concrete examples, relevant theories and debates, followed by a conclusion. This is a-real time, closed book test, requiring physical presence in the classroom. The test has the total duration of 2hrs30mins. There is zero tolerance for cheating behaviour, including plagiarism and the use of AI tools, If your essay has instances of these you will be marked zero and reported to the school's disciplinary committee.</p>
Assessment 3	<p>Attendance is compulsory for this course and students will have to sign in at every session. A maximum of one unjustified absence is tolerated. Ten percentual points will be deducted for each unjustified absence.</p> <p>Regular and constructive participation in in-class discussions and online debates via canvas, will enhance your final grade.</p>
Assessment 4	<p>RESEARCH PROPOSAL</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Assess students ability to write a well articulated and feasible research proposal, and structure a pertinent and sound Foreign Policy Analysis research inquiry. - Develop student's skills to sieve through the literature and narrow down the inquiry focus to a manageable level - Refine team working skills <p>Description:</p> <p>This is a group assignment that requires the submission of a written research proposal (800 words) via canvas. This will be the first step in structuring your policy briefing presentation (group assignment 2).</p> <p>To the extent possible topics are to be finalised during Lab session 1, where more detailed instructions will be provided as to how to structure a policy briefing inquiry and write a research proposal. All groups(5-6 students) are required to enlist via canvas prior to Lab session 1 and have had preliminary discussions on potential topics for their research.</p> <p>Groups will have to select a research topic of their preference, which depicts a specific challenge in China-Africa relations, and that falls within the subjects covered from sessions 6 to 10 (= 5 general subjects in total). To ensure an even distribution of research topics, only one group per subject will be accepted. First come first served basis.</p>

Once the group has decided on a concrete topic (= specific challenge in China-Africa relations) , you are required to write a research proposal (800 words max) detailing the frame and drivers of the inquiry line, and submit it via canvas.

The written proposal is to be submitted by end of week 6 (Sunday, October 8,2023 by 23:59) . One point per day will be subtracted to late submissions.

Written proposals shall follow closely the format discussed in lab session I, namely:

- must contain the provisional title of the policy briefing
- the Lab session when the presentation is due (topics falling within main session subjects 6,7 & 8 = Lab 2; topics falling within main session subjects 8,9 & 10 = Lab 3)
- all team members' names
- research question(s),
- abstract (up to 600 words)
- list of preliminary references (up to 10).

Although I will provide feedback to fine-tune your proposal, if need be, it is the submitted proposal that will be marked and not posterior ones. No exceptions will be made.

This group project will help you understand the basics of structuring a feasible and logical research inquiry, and how to write a sound research proposal.

Please note that all group members receive the same mark. The group is responsible for its own dynamics to ensure an even contribution by all. However, if you feel the work load distribution was unfair despite all efforts by the team, please get in touch with me. Low-performing team-members will be downgraded accordingly.

Note: plagiarism and abusive use of AI tools will be penalised accordingly (= zero) and all group members will be reported to the school's disciplinary commission.

Assessment 5

POLICY BRIEFING PRESENTATION

Objectives:

- Assess students' ability to analyse challenging dimensions of China-Africa relations drawing on the analytical tools and insights discussed in this course.
- provide an opportunity for students to structure and substantiate their own arguments on this topic.
- Practice team work, oral presentation and argumentation skills.
- Develop problem solving skills pertaining China Africa relations.

Description:

This is a group assignment that entails an oral presentation of a policy briefing and the submission of the respective slides (Pdf) via canvas. The goal of this exercise is to provide a detailed, unbiased and rigorous assessment of a concrete challenge in China-Africa contemporary relations of your choice and offer plausible and feasible ways to overcome it.

Each team is required to first enrol via canvas. Please ensure that your team has the same members as in group assignment I and that it is enrolled under the same name group. After submitting the proposal and receiving the go-ahead (first group assignment), the team is to elaborate further and unpack the the nature and complexities of the issue under analysis and advance potential solutions, with the aim of delivering an oral presentation of a policy briefing in class.

The presentation should last around 35-40 minutes, including discussion time. Make sure you prepare effectively to engage your colleagues in debating your case study as this will be reflected in your group's assessment. No written essay is required but

	<p>the PPT slides (pdf) must be submitted via canvas after the presentation for grade and feedback to be provided. Please highlight any alterations you made to the slides to address relevant feedback given during the presentation/discussion.</p> <p>Presentations will take place in Labs 2 and 3. There will be 2-3 groups presenting in each lab session (pending on the class size).</p>
Further Assessments	N/A

9. Detailed Course Plan

Sessions	Contenu détaillé et évaluations
Session 1 (2 Hours)	<p>Session Title Introduction to the course</p> <p>Session Details Plan: - Course outline and learning goals, reading requirements, coursework components. - China-Africa studies - The main debates in China Africa relations - Watch and discuss videos illustrating main features of relations and opposing perspectives on the topic Objectives: - Introduce the course structure, goals and assignments - Familiarize students with main debates in China-Africa studies and the main features of contemporary China Africa relations Learning outcomes: - Students should be able to identify the key debates in China Africa studies and pinpoint critical dimensions in contemporary bilateral relations.</p> <p>Session Material Essential readings: Alden & Large (2019) chapter 1 Large (2021) Introduction Complementary readings: Alden & Large (2019) chapters 2, 3 & 4 Zhao, S. (2014). A neo-colonialist predator or development partner? China's engagement and rebalance in Africa. <i>Journal of Contemporary China</i>, 23(90), 1033-1052.</p>
Session 2 (2 Hours)	<p>Session Title Africa in China's Foreign Policy in historical context</p> <p>Session Details Plan: - Early contacts - Cold War (1950-1970)</p>

	<ul style="list-style-type: none"> - Independent Foreign Policy (1980s) - Post-Cold War period (1990s) - The role of History in China Africa policy <p>Objectives:</p> <ul style="list-style-type: none"> - Familiarize students with the historical background of China-Africa relations and the ebbs and flows of China's FP towards the continent <p>Learning outcomes:</p> <ul style="list-style-type: none"> - Students should be able to identify and explain the key constants, shifts and contradictions in China's foreign policy towards Africa before the turn of the century <p>Session Material</p> <p>Essential Readings: Chris Alden & Ana Cristina Alves (2008), 'History & Identity in the Construction of China's Africa Policy', Review of African Political Economy, 35:115, 43-58</p> <p>Complementary readings: Strauss, J. C. (2009). The past in the present: historical and rhetorical lineages in China's relations with Africa. The China Quarterly, 199, 777-795. Taylor, Ian (1998), 'China's Foreign Policy Towards Africa in the 1990s', The Journal of Modern African Studies, 36: 3, 443-460 YU, George T. (1988), 'Africa in Chinese Foreign Policy', Asian Survey, 28:8; 849-862 El-Khawas, Mohamed A. (1973), 'China's Changing Policies in Africa', Issue: A journal of Opinion, 3:1, 24-28 George T. Yu (1966), 'China's Failure in Africa', Asian Survey, 6:8; 461-468</p>
<p>Session 3 (2 Hours)</p>	<p>Session Title China-Africa Contemporary Foreign Policy: Drivers, principles and policies</p> <p>Session Details</p> <p>Plan:</p> <ul style="list-style-type: none"> - China at the turn of century - Africa at the turn of the century - The economic and political drivers on both sides - The principles and policies of China's FP towards Africa <p>Objectives:</p> <ul style="list-style-type: none"> - Explore the converging factors that led to exponential growth in political and economic relations between China and African countries at the dawn of the 21st century - Unpack the political and economic drivers on both sides - Explore the principles and policies structuring China's rhetoric towards Africa <p>Learning outcomes:</p> <ul style="list-style-type: none"> - students should be able to explain why China Africa relations grew exponentially at the turn of the century, identify and discuss the political and economic drivers on both sides, and critically evaluate principles and policies steering China's foray into the continent <p>Session Material</p> <p>Essential readings:</p>

Linda, J. (2009). China's diplomacy toward Africa: drivers and constraints. *International Relations Of The Asia-Pacific*, (3), 403.
 Cheng, J. Y. S., & Shi, H. (2015). China's African Policy-Increasing Importance and Active Adjustments. *Contemporary Chinese Political Economy and Strategic Relations*, 1(3), 551.

Complementary readings:

Large (2021), chapter 1 (pp. 1-6)
 Alden, C., & Large, D. (2011). China's exceptionalism and the challenges of delivering difference in Africa. *Journal of Contemporary China*, 20(68), 21-38.
 Wang, J., & Zou, J. (2014). China Goes to Africa: a strategic move?. *Journal of Contemporary China*, 23(90), 1113-1132.
 Aidoo, R., & Hess, S. (2015). Non-interference 2.0: China's evolving foreign policy towards a changing Africa. *Journal of Current Chinese Affairs*, 44(1), 107-139.
 Kalu, K. (2021). 'Respect'and 'agency'as driving forces for China–Africa relations. *Place Branding and Public Diplomacy*, 17(4), 336-347.
 Rapanyane, M. B. (2020). An Afrocentric Review of the Key Drivers of China's Africa Policy: Case Study of Ethiopia. *Journal of African Foreign Affairs*, 7(3), 69.
 Lee, C. Y. (2019). China's Energy Diplomacy: Does Chinese Foreign Policy Favor Oil-Producing Countries?. *Foreign Policy Analysis*, 15(4), 570-588.

Session 4
 (3 Hours)

Session Title

Key Players in China's Africa Policy and the role of FOCAC

Session Details

Plan:

- Key Chinese players at the central, middle and periphery levels
- FOCAC: establishment, structure and challenges
- FOCAC summits and action plans

Objectives:

- Unpack the various Chinese players at different levels, from decision making to implementation on ground
- Explore how they interact with each other and African counterparts, and how the underlying complexity affects China's engagement on the continent
- Familiarize students with FOCAC, its dynamics and role in promoting China-Africa relations

Learning outcomes:

- Students should be able to identify key actors on the Chinese side and explain the outcomes of that complex interaction. Discuss the role of FOCAC in China Africa relations, its main achievements and challenges.

Session Material

Essential readings:

Large (2021), chapter 1 (pp. 24-34)
 Alden, C., & Alves, C. (2017). 'China's regional forum diplomacy in the developing world: socialisation and the Sinosphere'. *Journal Of Contemporary China*, 26(103), 151-165

Complementary readings:

Players:

	<p>Yi-Chong, X. (2014). Chinese state-owned enterprises in Africa: ambassadors or freebooters?. <i>Journal of Contemporary China</i>, 23(89), 822-840.</p> <p>Corkin, Lucy (2011), 'Redefining Foreign Policy Impulses toward Africa: The Roles of the MFA, the MOFCOM and China Exim Bank', in: <i>Journal of Current Chinese Affairs</i>, 40:4, 61:90.</p> <p>Wang, D., Cui, L., Vu, T., & Feng, T. (2022). Political capital and MNE responses to institutional voids: The case of Chinese state-owned enterprises in Africa. <i>Organization Studies</i>, 43(1), 105-126.</p> <p>Gu, J., Zhang, C., Vaz, A., & Mukwereza, L. (2016). Chinese State Capitalism? Rethinking the Role of the State and Business in Chinese Development Cooperation in Africa. <i>World Development</i>, 8124-34.</p> <p>FOCAC:</p> <p>Eom, J., Brautigam, D., & Benabdallah, L. (2018). The path ahead: the 7th forum on China-Africa cooperation (No. 01/2018). Briefing paper.</p> <p>Delgado, D. L. (2015). Discourse, Identity and International Development Cooperation: China, Africa and FOCAC. <i>Asia-Pacific Social Science Review</i>, 15(2).</p> <p>Fernando, S. (2014). 'China-Africa relations: An analysis of forum on China-Africa cooperation (FOCAC) documents using Shinn and Eisenman's optimist-pessimist dual framework'. <i>Insight On Africa</i>, 6(2), 145-160</p>
<p>Session 5 (3 Hours)</p>	<p>Session Title China-Africa Economic Cooperation</p> <p>Session Details</p> <p>Plan:</p> <ul style="list-style-type: none"> - China- Africa trade and investment - China's engagement in extractive and non-extractive industries - Achievements, shifts, challenges and future trends for both - China's development financing vs traditional donors aid -Debate: Is China's economic cooperation approach more advantageous for Africa? <p>Objectives:</p> <ul style="list-style-type: none"> - Provide an overview of the main features and trends of China's economic engagement in Africa - Explore how it has impacted the continent's political economy and key challenges - Discuss the ways in which China's development cooperation differs from traditional donors and its impact <p>Learning outcomes: Students will be able to identify the main features of China's economic engagement in Africa and discuss its trends and variegated impacts on the continent.</p> <p>Session Material</p> <p>Essential readings: Large (2021) Chapters 3 Alden & large (2019) Chapter 17</p> <p>Complementary Readings: <u>On trade and investment:</u></p>

	<p>Ado, Abdoukafre (2020) Africa Cooperation: FDI, Informal Institutions, BRI, and Guanxim. African Studies Quarterly, 19 (3-4), 75-88</p> <p>Alden & large (2019) Chapters 18 & 19</p> <p>Taylor, I. (2016). 'Africa after the China boom.' Current History, (781), 193.</p> <p>Shan, S, Li, Y, Lin, Z, & Zeng, Y (2018), 'Attracting Chinese FDI in Africa: The role of natural resources, market size and institutional quality', Critical Perspectives on International Business, vol. 14, no. 2-3, p. 139-153.</p> <p>Casanova, C., & Garcia-Herrero, A. (2016). Africa's rising commodity export dependency on China. 24 pages.</p> <p>Huang, S, et al (2018), 'Revisiting China-Africa trade from an environmental perspective', Journal of Cleaner Production, vol. 167, p. 553-570.</p> <p>Wei, S., & Power, M. (2017). 'Africa and the export of China's clean energy revolution'. Third World Quarterly, 38(3), 678-697.</p> <p>Alves, A.C. (2013) 'China's 'win-win' cooperation: Unpacking the impact of infrastructure-for-resources deals in Africa', South African Journal of International Affairs, 20:2; 207-226</p> <p><u>On development aid:</u></p> <p>Landry, David G. (2018). Comparing the Determinants of Western and Chinese Development Finance Flows to Africa. Working Paper No. 2018/21.CARI, SAIS, Johns Hopkins University, Washington, DC.</p> <p>Dreher, A., Fuchs, A., Parks, B., Strange, A. M., & Tierney, M. J. (2018). Apples and dragon fruits: The determinants of aid and other forms of state financing from China to Africa. International Studies Quarterly, 62(1), 182-194.</p> <p>Alves, A. Cristina (2017) 'China's Economic Statecraft in Africa: The Resilience of Development Financing from Mao to Xi' in: Li M. China's Economic Statecraft: Co-Optation, Cooperation And Coercion, New Jersey: World Scientific</p> <p>Brautigam, D., Huang, Y., & Acker, K. (2020) Risky Business: New Data on Chinese Loans and Africa's Debt Problem. Briefing Paper 3. CARI, SAIS, Johns Hopkins University, Washington, DC.</p>
<p>Session 6 (2 Hours)</p>	<p>Session Title Mid-Term Test</p> <p>Session Details The MTT will take place in-class as per the description under 'assessments - MTT'. Objectives: Test the students's assimilation of course content from session I to 5.</p> <p>Session Material No new readings required.</p>
<p>Session 7 (2 Hours)</p>	<p>Session Title China and African Security</p> <p>Session Details Plan:</p> <ul style="list-style-type: none"> - Peace and security in China's Africa foreign policy - Drivers in China's Africa security policy - China-Africa peace and security cooperation (bilateral, regional and multilateral)

	<ul style="list-style-type: none"> - Achievements, challenges and prospects <p>Debate: pursuing self-interest or genuine contribution to African P&S? Objectives:</p> <ul style="list-style-type: none"> - Introduce students to China's security cooperation in Africa - explore its many challenges and achievements <p>Learning outcome:</p> <p>Students will be able to identify the main forms of security cooperation between China and Africa and discuss its drivers, benefits and shortcomings</p> <p>Session Material</p> <p>Essential Readings:</p> <p>Alden & Large (2019) chapter 20 Large (2021) Chapter 6</p> <p>Complementary readings:</p> <p>Sun, D., & Zoubir, Y. (2018). 'China's participation in conflict resolution in the Middle East and North Africa: a case of quasi-mediation diplomacy?'. <i>Journal Of Contemporary China</i>, 27(110), 224-243</p> <p>Benabdallah, L. (2016). China's peace and security strategies in Africa: building capacity is building peace?. <i>African Studies Quarterly</i>, 16.</p> <p>Zerba, S. H. (2014). China's Libya Evacuation Operation: a new diplomatic imperative—overseas citizen protection. <i>Journal of Contemporary China</i>, 23(90), 1093-1112.</p> <p>Alden, C., & Large, D. (2015). 'On becoming a norms maker: Chinese foreign policy, norms evolution and the challenges of security in Africa'. <i>China Quarterly</i>, (221), 123-142</p> <p>Large D. (2016) 'China's evolving Peace and security Engagement in Africa', Calabrese, L., ed. , London: Overseas Development Institute; 2016. https://www.odi.org/publications/10435-china-africa-maturing-relationship-growth-change-and-resilience</p> <p>Large, D. (2008). 'China and the Contradictions of 'Non-interference' in Sudan'. <i>Review Of African Political Economy</i>, 35(115), 93-106</p> <p>Ian Taylor & Zhengyu Wu (2013) 'China's Arms Transfers to Africa and Political Violence', <i>Terrorism and Political Violence</i>, 25:3, 457-475</p> <p>Van Hoeymissen, Sara (2011) 'Regional Organizations in China's Security Strategy for Africa: The Sense of Supporting "African Solutions to African Problems"', in: <i>Journal of Current Chinese Affairs</i>, 40:4; 91-118</p>
<p>Session 8 (2 Hours)</p>	<p>Session Title</p> <p>China's soft power in Africa</p> <p>Session Details</p> <p>Plan:</p> <ul style="list-style-type: none"> -About Soft Power -China's understanding of soft power - Public diplomacy and China's soft power offensive in Africa - Focus on media engagement - Debate: Are China's soft-power efforts paying off? <p>Objectives:</p> <ul style="list-style-type: none"> - Provide an overview of the various public diplomacy tools China is using across the continent to improve its image

	<ul style="list-style-type: none"> - Explore the expanding engagement of China in Africa's media landscape - Discuss how effective these instruments have been in enhancing China's image on the continent <p>Learning outcomes: Students should be able to identify and describe the various initiatives and instruments used by China to bolster its soft-power in Africa, and critically assess its efficacy.</p> <p><u>Session Material</u></p> <p>Essential readings: Alden & Large (2019) chapter 5 & 4 Benabdallah, L. (2019). Explaining attractiveness: Knowledge production and power projection in China's policy for Africa. <i>Journal of International Relations and Development</i>, 22(2), 495-514.</p> <p>Complementary Readings:</p> <p><u>Media engagement</u> Jiang, F., Li, S., Rønning, H., & Tjønneland, E. (2016). The voice of China in Africa: Media, communication technologies and image-building. <i>Chinese Journal of Communication</i>, 9(1), 1-7. Wu, Y. (2016). China's media and public diplomacy approach in Africa: illustrations from South Africa. <i>Chinese Journal Of Communication</i>, 9(1), 81. Wasserman, H. (2018). 'China-Africa media relations: What we know so far'. <i>Global Media & China</i>, 3(2), 108 Eze, V. C., & Elegbe, O. (2018). 'Trends in Media Framing of China's Engagement in Africa and other Parts of the World'. <i>Journal Of Pan African Studies</i>, (2), 92. Li, S. (2017). <i>Mediatized China-Africa relations: how media discourses negotiate the shifting of global order</i>. Singapore: Palgrave Macmillan (chapters 4, 5, 8, 9) Batchelor K. (2017) <i>China-Africa Relations : Building Images Through Cultural Co-Operation, Media Representation, And Communication</i> [e-book]. Milton: Routledge; 2017.</p> <p><u>Education</u> King, K. (2020). China–Africa education cooperation: From focac to Belt and Road. <i>ECNU Review of Education</i>, 3(2), 221-234. Zhou, Y., & Luk, S. (2016). Establishing Confucius Institutes: a tool for promoting China's soft power?. <i>Journal of Contemporary China</i>, 25(100), 628-642. Yuan, T. (2014). Diploma serves diplomacy: China's 'donor logic' in educational aid. <i>China: An International Journal</i>, 12(2), 87-109. [Link]</p>
<p>Session 9 (3 Hours)</p>	<p><u>Session Title</u> The impact of China in Africa's Development</p> <p><u>Session Details</u></p> <p>Plan:</p> <ul style="list-style-type: none"> - Development theories - Washington consensus vs Beijing consensus - China's development model, appeal and transferability - Africa development needs

- African development indicators over the past 20 years
- Debate: Is China aiding Africa development or creating dependency? And is the 'Chinese Model' transferrable to Africa?

Objectives:

- provide a quick overview of mainstream development theories as a framework for assessment
- contrast China and traditional donors approaches to development aid
- introduce students to the debate on China's development model
- provide a platform for students to discuss and make their own assessments of China's developmental impact on the continent

Learning outcomes:

Students should be able to discuss and assess China's developmental impact in Africa with reference to mainstream development theories. Students will be able to explain what the Chinese development model is and critically discuss its applicability in African countries.

Session Material

Essential readings:

Large (2021), Chapter 4

Alden and Large (2019), Chapters 16, 17 & 18

Complementary readings:

general:

Alden, C., & Jiang, L. (2019). Brave new world: debt, industrialization and security in China–Africa relations. *International Affairs*, 95(3), 641-657.

Dreher, A., Fuchs, A., Parks, B.C., Strange, A. M., & Tierney, M. J. (2017). Aid, China, and Growth: Evidence from a New Global Development Finance Dataset. *AidData Working Paper N. 46*. Williamsburg, VA: AidData.

Asante, R. (2018). China and Africa: Model of South-South Cooperation?. *China Quarterly of International Strategic Studies*, 4(02), 259-279.

Urbina Ferretjans, Marian (2013) 'Social policy in the context of new global actors: How far is China's developmental model in Africa impacting traditional donors?' *Global social policy* 13:3, 261-279

Moyo, S. (2016). 'Perspectives on South-South relations: China's presence in Africa'. *Inter-Asia Cultural Studies*, 17(1), 58-67.

dependency debate:

Ian Taylor & Tim Zajontz (2020): In a fix: Africa's place in the Belt and Road Initiative and the reproduction of dependency, *South African Journal of International Affairs*, DOI: 10.1080/10220461.2020.1830165

Carmody, Pádraig (2020). Dependence not debt-trap diplomacy. *Area Development and Policy*, 5:1, 23-31

Carmody, P. (2017). 'The geopolitics and economics of BRICS' resource and market access in Southern Africa: Aiding development or creating dependency?'. *Journal Of Southern African Studies*, 43(5), 863-877

Tarrósy, I. (2020). China's Belt and Road Initiative in Africa, debt risk and new dependency: The case of Ethiopia. *African Studies Quarterly*, 19(3-4), 95-28.

Maswana, J. (2015). 'Colonial patterns in the growing Africa and China interaction: dependency and trade intensity perspectives'. *Journal Of Pan African Studies*, (7), 95.

Agbebi, M, & Virtanen, P (2017), 'Dependency Theory–A Conceptual Lens to Understand China's Presence in Africa?', *Forum For Development Studies*, 44, 3, p. 429-451

	<p>Balasubramanyam, V. (2015). China and India's economic relations with African countries: neo-colonialism Eastern style?. <i>Journal Of Chinese Economic And Business Studies</i>, 13(1), 17-31.</p>
<p>Session 10 (3 Hours)</p>	<p>Session Title China's rise in Africa, great power competition and African agency</p> <p>Session Details</p> <p>Plan:</p> <ul style="list-style-type: none"> - Africa's place in China's FP - China's place in African countries Foreign policies - How China's presence in Africa changed other external partners engagement with the continent - emerging powers engagement in Africa - Traditional powers engagement in Africa - future prospects - Debate: Has African agency become stronger and more consequential as a result? <p>Objectives:</p> <ul style="list-style-type: none"> - Explore the importance and the role of Africa in China's FP - Unpack How China's engagement on the continent affected African countries FP and that of other external powers vis a vis Africa - Discuss the ways in which this affected African agency at the world stage <p>Learning outcome: Students should be able to explain the role of Africa in China's foreign policy and vice-versa, identify and discuss the shifts in other external powers engagement with the continent and make their own assessment on how all this has impacted African agency.</p> <p>Session Material</p> <p>Essential reading: Large (2021) Chapters 1 (pp. 34-45) & 2 Alden & Large (2019) chapter 15 & 19</p> <p>Complimentary readings:</p> <p><u>African agency:</u> Hodzi, Obert. "The China effect: African agency, derivative power and renegotiation of EU-Africa relations." In <i>The Routledge Handbook of EU-Africa relations</i>, pp. 256-265. Routledge, 2020. Corkin, L. (2015). African agency in the context of China-Africa relations. <i>African East-Asian Affairs</i>, (1-2). Van Staden, Cobus, Chris Alden, and Yu-Shan Wu. "In the Driver's Seat? African Agency and Chinese Power at FOCAC, the AU and the BRI." (2018). Carmody, P., & Kragelund, P. (2016). Who is in charge-state power and agency in Sino-African relations. <i>Cornell Int'l LJ</i>, 49, 1.</p> <p><u>Great power competition:</u> Blair, R. A., Marty, R., & Roessler, P. (2021). Foreign aid and soft power: Great power competition in africa in the early twenty-first century. <i>British Journal of Political Science</i>, 1-22.</p>

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Hodzi, O. (2018). 'China and Africa: economic growth and a non transformative political elite'. *Journal Of Contemporary African Studies*, 36(2), 191-206.

Ian Taylor (2016) *Dependency redux: why Africa is not rising*, *Review of African Political Economy*, 43:147, 8-25,

Matambo, E., & Mtshali, K. (2016). 'The Relevance of Emmanuel Hevi: China in Contemporary Sino-African Relations'. *Journal Of Pan African Studies*, 9(4), 219-237.

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Kilama, E. G. (2016). 'Evidences on Donors Competition in Africa: Traditional Donors versus China'. *Journal Of International Development*, 28(4), 528-551.

Hackenesch, C. (2015). 'Not as bad as it seems: EU and US democracy promotion faces China in Africa'. *Democratization*, 22(3), 419-437. [Link]

Diallo, O., & Tapsoba, S. J. (2016). 'Rising BRIC and Changes in Sub-Saharan Africa's Business Cycle Patterns'. *World Economy*, (2), 260. [Link]

10. Lab Sessions ('Travaux Dirigés')

Sessions	Detailed Content
Preset Session (1) (Week 4)	<p>Objectives:</p> <ul style="list-style-type: none"> - instruct students on the structure, requirements and various steps to successfully complete the group assignments - provide an opportunity for students to settle working groups and discuss possible topics <p>Learning outcomes:</p> <ul style="list-style-type: none"> - students should be able to draft a research proposal - know how to structure their case study research and how to plan its presentation <p>Details:</p> <ul style="list-style-type: none"> - The first hour will be dedicated to explain the assessment criteria, requirements and how to correctly structure both group assignments. - In the second hour students will interact in groups to discuss and settle on research topics.
Preset Session (2) (Week 8)	<p>POLICY BRIEF PRESENTATIONS</p> <p>Objectives:</p> <ul style="list-style-type: none"> - provide an opportunity for students to showcase the analytical skills acquired in this course, by presenting and discussing a policy briefing pertaining a specific issue in China Africa relations. - Practice and improve teamwork, oral presentation and argumentation skills. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Students should be able to critically analyse in an objective and well-substantiated manner a concrete challenge in China Africa relations. - Students should be able to think creatively to find policy solutions for current challenges in China-Africa relations. <p>Details:</p> <p>There will be 2-3 groups presenting, each group will have 30-35 minutes to present and</p>

	discuss their policy briefing with the audience. Although no written essay is required, students should submit their PPT slides (pdf) via canvas after the presentation.
Preset Session (3) (Week 12)	<p>POLICY BRIEF PRESENTATIONS</p> <p>Objectives:</p> <ul style="list-style-type: none"> - provide an opportunity for students to showcase the analytical skills acquired in this course, by presenting and discussing a case study of their choice in China Africa relations . - Practice teamwork,oral presentation and argumentation skills. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Students should be able to critically analyse in a well-substantiated manner a specific issue in China Africa relations. - Students should be able to think creatively to find policy solutions for current challenges in China-Africa relations. <p>Details:</p> <p>There will be 2-3 groups presenting, each group will have 30-35 minutes to present and discuss their policy briefing with the audience. Although no written essay is required, students should submit their PPT slides (pdf) via canvas after the presentation.</p>

II. Complementary Activities

Activities	Detailed Content
Activity I	Type: Students are encouraged to participate in discussions in class, in tutorials and on canvas. Participation can be in the form of asking questions, answering questions and making comments. Please keep your oral interventions short (straight to the point) and make sure your participation is respectful, constructive and pertinent.
Activity I	Type: N/A
Activity I	Type: N/A
Further Activities	N/A