

Why Do Some Asia Countries Balance A Rising China and Some Do Not?

Research presentation and field study report

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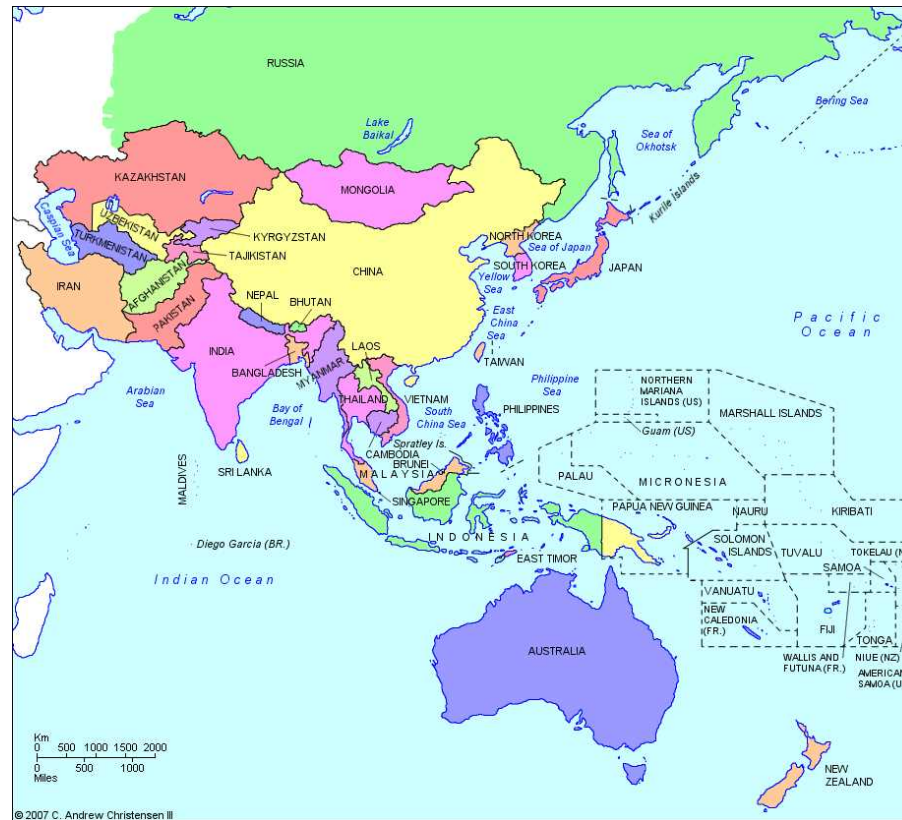
Agenda

- ▶ Introduction to the research project
 - research introduction
 - theory reviews
 - methodology
 - empirical studies
- ▶ Field study—interview

Research Project

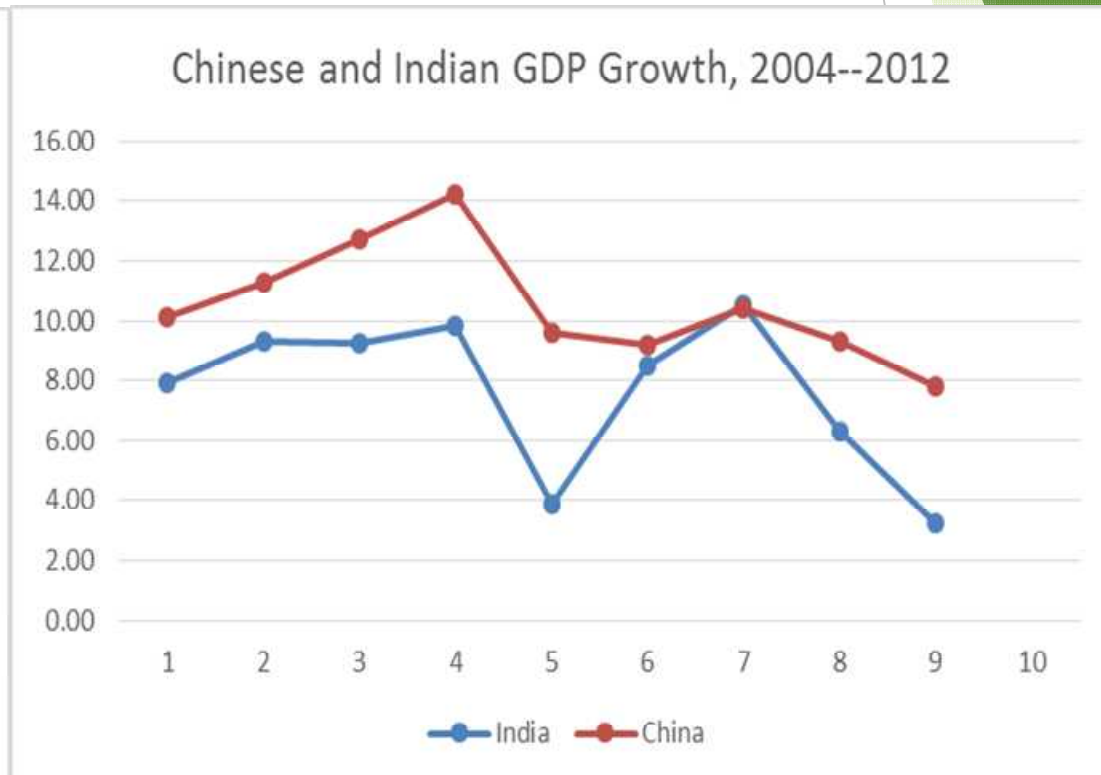
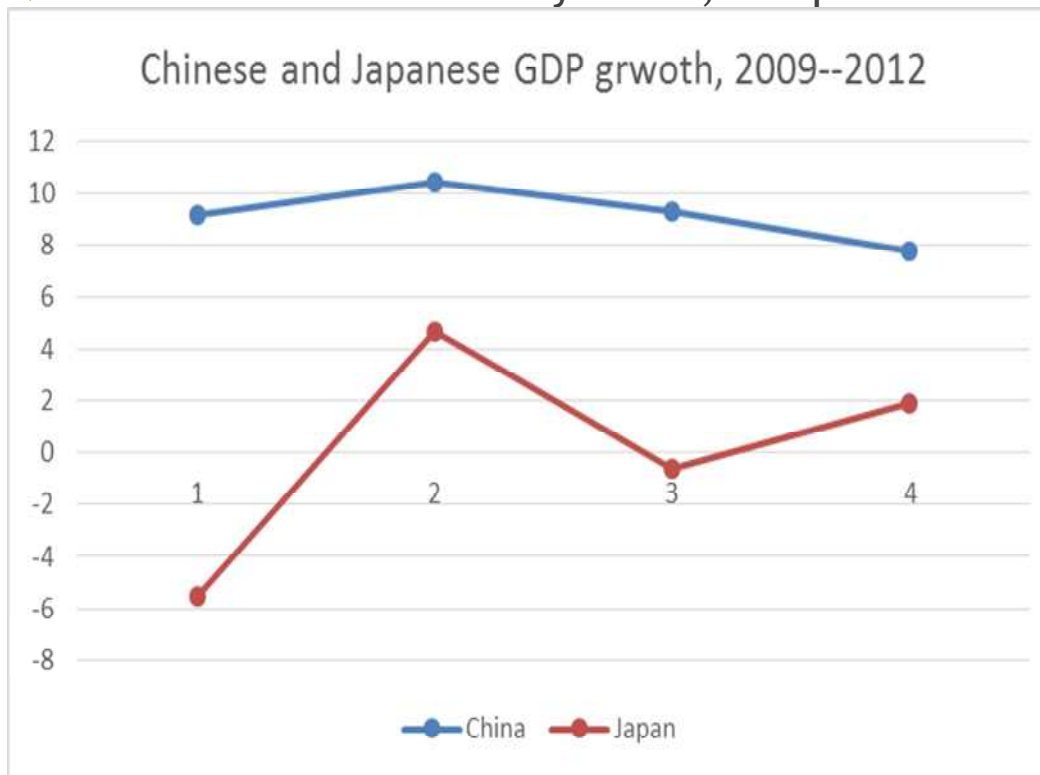
- ▶ **Research question:** Why do some Asian countries balance a rising China and some do not?
- ▶ **Objectives:**
 - Compare Realist and cultural international relations theories; (a theoretical study)
 - analyze strategies;
 - and conclude factors that influence countries strategies to a rising power (in the Asia Pacific).
- ▶ **Period of time:** From the post-cold war era till now
- ▶ **Countries in discussion:**
Russia, North Korea, South Korea, Japan, Taiwan, ASEAN 10, Australia, and New Zealand.

Asia Pacific Region



The Rise of China and China Threat

- ▶ The rise of China started in 1978: the economic reform
- ▶ The China threat: early 1990s, the post-cold war era



Source: World Bank GDP growth (annual %),

Theory review Realist V.S Cultural 1.

Realist Theories and Hypotheses:

1.Theories: Balance of power, Structural realism, Offensive Realism, extending offensive Realism, power transition theory, etc.

2.Hypotheses:

- Continental powers balance a rising China while the insular ones do not.
- Countries with disputes with China balance a rising China, and the ones without do not.
- Previous and current big powers balance rising China.
- States developing relatively well under an America-dominated system balance the rise of China.

Theory Review Realist V.S Cultural 2.

Cultural Theories and Hypotheses:

1.Theories: Clash of Civilizations, social cognitive theory of identity, Self and other, “threatened identity”, and etc.

2.Hypotheses:

- States with similar culture and identity perceptions bandwagon rising China while others do not.
- States with similar political ideology and political system (communist party ruled) do not balance rising China.

Methodology

- ▶ Definitions (suggestion and emphasis from the field study interviews)
- ▶ Qualitative methods:
 1. Qualitative comparative research method (Ragin, 2000)—Configurational comparative method + variable oriented method + case studies (theory testing)
 2. Explanatory typology method (Elman, 2005)

Advantages and disadvantages in methodology

► Advantages—

1. Achieving the objective of theory testing
2. Wide coverage
3. Possible to find a certain pattern and derive new theories in the future

► Disadvantages—

1. Difficulties in definition: what can be defined as developing well under American dominant system
2. Broad but not in depth

Explanatory typology method application 1

Realist variables

| | | | |
|--------------------|--------------------------------------|---------------------|--|
| Continental | Rs, Ns, Ss, Ca, La, My, Th, VN | Insular | Tw, Aus, NZ, JP, Br, InS, Mal, Phi, Sg |
| Big power | Rs, Aus, JP | Middle and Small | The rest |
| Disputed | JP, Tw, Mal, Phi, VN | Non- disputed | The rest |
| Developing well | JP, Sk, Tw, Aus, NZ, Vn | Developing less | Rs, Nk, Ca, La, Br, |

Cultural variables

| | |
|----------------|-------------------------|
| Closed culture | Nk, Sk, Tw, JP, ASEAN10 |
| Far culture | Russia, NZ, Aus |
| Communist | Nk, VN, La, Rs |
| Non-communist | The rest |

(Elman, 2005)

Explanatory typology method application 2

Typology of states' features and responses to a rising China predicted in the Asia Pacific region

| | Continental | Insular | Big | Middle and small | Disputed with China | Non-disputed with China | Developing well under current system | Developing slowly |
|---|---|--------------------------------|---------------------------------|---|-----------------------------------|---|--------------------------------------|---|
| Similar culture & Identity | (1) Possibly balance: Ns, Ss, Ca, La, My, Th, Vn | (5)Balance: Tw, Jp | (9)Balance: Japan | (13)Bandwagon: Nk, Sk, Tw, ASEAN 10 | (17)Balance: Jp, Tw, Vn, Phi, Mal | (21)Bandwagon or do nothing: Nk, Sk, Bru, Ca, Inds, La, My, Sig, Th | (25)Balance: Jp, Sk, Sg, Tw | (29)Bandwagon or do nothing: Nk, Bru, Ca, Inds, My, Mal, Th, Vn, La |
| Different culture & Identity | (2)Balance: Russia | (6)Balance: Australia, NZ | (10) Balance: Russia, Australia | (14)Possible to balance or not: New Zealand | (18) | (22)Balance: Australia, Russia, NZ | (26)Balance: Australia, NZ, Rs | (30) |
| Communist ruled or related | (3) Possibly balance/bandwagon: Nk, Vn, La, Rus, Ca | (7) | (11) | (15)Bandwagon: Laos | (19)Possible to Balance: Vietnam | (23)Bandwagon or do nothing: NK, La | (27)possible to balance: Vietnam | (31)Bandwagon or do nothing: North k, Laos |
| Non-communist ruled democracy | (4)Balance: Sk, Th | (8)Balance: Japan, Tw, Aus, NZ | (12)Balance: Japan, Aus | (16)Possible to balance: Indonesia | (20)Balance: Japan | (24)Possible to Balance: Australia | (28)Balance: Japan | (32)Possible to balance: Cambodia |

 =empirically no existence

(Elman, 2005)

Empirical studies 1.

- ▶ Case study: each countries strategies and policies analysis
- ▶ Theory testing: put the case back to the typology derived from hypotheses and test the hypotheses (gov official website, previous research, noted media reports)
- ▶ Case example—Japan's strategy to a rising China

| | continental | insular | big | Mid &Small | disputed | Non- disputed | Dev- well | Dev- slow |
|----------------------|-------------|---------|------|---------------|----------|------------------|--------------|--------------|
| Similar culture | | neither | big | | disputed | | Dev- well | |
| Different culture | | | | | | | | |
| Communist | | | | | | | | |
| Non-com | | both | both | | both | | both | |

Field Study to China

► Gratitude to

RCAPS support,
Professor. Steven B. Rothman,
Professor. Edgar Porter,
Professor. Chen Ching Chang

Filed study in China—Interviews 1

► The original plan

1. Interviews of Chinese scholars
2. Interviews of government officials

► The actual plan

1. Interviews of Chinese scholars

Fudan University: Professor. Chen Zhimin

Dr. He Ping

Renmin University of China: Professor. Tang Zhong

Field Study in China—Interviews 2.

► Preparation work

1. Preparation of the questions (two versions). Recording requests
2. Contacting scholars and reading scholars' previous work
3. Translating questions from English to Chinese

Field Study in China—Interviews 3.

Shanghai (August)

1. Dr. He Ping—Japanese research center

► Scholar background: IPE, International trade and international relations and branches, U.S and Japan problems in trade, Trade in the Asia Pacific, Japanese FTA and TPP, Realist perspective.

► What I learnt

► Feedback

Field Study in China—Interviews 4.

Shanghai (End of August-beginning of September)

2. Professor. Chen Zhimin

- ▶ Scholar background: China's international relations, European diplomatic studies.
- ▶ What I learnt
- ▶ Feedback

Field Study in China—Interview 5.

Beijing (September)

3. Professor Tang Zhong

- ▶ Scholar Background: Sociology, economics, and cultural studies
- ▶ What I learnt
- ▶ Feedback

Conclusion

- ▶ Different from Europe and America (North and South), the factors driving countries to adopt strategies to a rising power in Asia Pacific region are not towards any dominant direction.

- ▶ The field research offered me:
 1. Revision of hypotheses
 2. Research method exploration
 3. Further aim for my research project

Q&A

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