

POLS 404: China's National Security: Challenges and Statecraft

CLASS LOCATION: ADMINISTRATION BUILDING 326

CLASS TIME: MWF 01:30 pm – 02:20 pm

INSTRUCTOR: Chen Wang

OFFICE: Admin Building 205J

OFFICE HOURS: Monday 11:30 am – 12:30 pm or by appointment

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COURSE DESCRIPTION

More than four decades after the “reform and opening”, the rise of China is no longer hypothetical. Yet despite its economic vitality, technological advancement, and military modernization, the security environment facing Beijing, both at home and abroad, remains complex and challenging. There are also signs of further deterioration. In the meantime, China's reaction (or overreaction) to its perceived national security threats have near-automatic global implications. How do China's leaders define their (evolving) national security interests? What are the factors that have shaped China's strategic behavior in security domains? More importantly, how should the U.S. respond? This course is designed to provide students with the knowledge and tools they need to rigorously evaluate these questions.

COURSE FORMAT

The course will take the form of a mixture of lectures (**Monday & Wednesday sessions**) and discussion seminars (**Friday sessions**). The lectures will be focused on surveying the facts (including controversial aspects) related to each week's subject matter, while discussions seminars will be focused on interrogating competing scholarly opinions on China's behavior in security domains, and, perhaps more importantly, raising critical questions that have yet to be thoroughly addressed.

COURSE REQUIREMENTS

Your grade in this course will be derived from your performance on the following components:

- **Participation: 20%**

Each student is permitted **three unexcused absences**. Every other absence will lower your participation grade by **5 percent** unless you have a valid excuse (medical, academic, family, etc.) backed by proper documentation. The course will succeed only if students have completed all the required readings, and arrive prepared to share thoughts and questions about the subjects (especially in the Friday discussion sessions). Your participation grade will be determined by your attendance and substantive contribution to our in-class discussions.

Students are expected to at least bring questions to our Friday sessions.

- **Reaction Essay: 25%**

Each student is required to write **two** reaction essays in response to two readings of your own choosing throughout the semester (with each being worth 10% of the final grade). The readings available for this task are marked with [**Reaction Essay**] in the weekly schedule below.¹ The essay should be 3-4 pages, double-spaced, one-inch margin on all sides, with 12-point Times New Roman font. No specific styles are required, but you must have citations that can be traced back to the original sources (see course policy on academic integrity below). **The essay is due by 01:30 PM on the Friday of the week in which the reading is covered.** Late submission will be penalized 5 percent for each day late except in the event of a documented medical or family emergency.

The essay should be roughly organized into two parts. The first part should be a succinct summary of the key points of the article (less than one page):

- What is the question or puzzle the author(s) are trying to address?
- What is the author(s)' answer/argument?
- What kind of evidence have the author(s) provided to support their argument (or to disprove other competing arguments)?

The second—and more important—part of the essay should be focused on discussing your own opinions about the article. Things that could be discussed include:

- What surprised you most about the discussion in the article? What did you find most interesting (e.g., something that you didn't know or thought about before or something that contradicts your conventional understanding)?
- To what extent do you agree or disagree with the author(s)' argument, analysis, and/or evidence? Why?
- Which part of the analysis do you find particularly convincing or weak? Why?

- **Midterm Exam: 15%**

There will be a take-home midterm exam scheduled on **Monday, October 7th**. It will be an **open-book, timed (2-hour)** exam that consists of multiple choice, true-or-false, and short answer questions. The exam will be unlocked on Canvas at 01:30 PM on Oct 7th and closed at 01:30 PM on Oct 9th. You can choose any 2-hour window to complete the exam on Canvas.

- **Policy Paper and Mock NSC Briefing: 40%**

Another major assignment for this course will be to write a policy report that briefs a hypothetical group of U.S. policymakers about a China-related security issue (**30%**)², and present your analysis and defend your policy suggestions in a mock NSC briefing meeting (**10%**). The report should be about 12 to 15 pages long and double-spaced with 12-point font. A more detailed description of the assignment will be distributed early in the semester, but the major objective of the paper is to address the following questions:

¹Both required and recommended readings can be available for this task

²Potential issues that could be discussed include (but are not limited to) National Security Law in Hong Kong, Taiwan strait, South China Sea, Xinjiang, semiconductor, and North Korea (de)nuclearization.

- What is the origin and the current status of the issue?
- What are China's interests at stake with regard to this issue?
- What has China done to advance its interests? And how effective are these measures?
- What are the U.S. interests at stake with regard to this issue? (a.k.a. why should American leaders care about this issue?)
- What actions/policies should the U.S. take to advance its interests? Why?

In the week before Thanksgiving, we will arrange a sequence of mock NSC meetings. During these sessions, each student will be allocated a 15-20 minute slot (comprising a 5-minute presentation and 10 to 15-minute discussion) to assume the role of a policy expert. The goal is to persuade the rest of the group that your proposed U.S. response to the issue is more effective than other alternative options.

To complete this assignment, you are required to:

- **October 21:** Submit a 1-3 pages proposal that explains which issue you seek to address, why you think the issue is significant (for Washington), and at least two policy options.³
- **December 9:** Submit the final version of your policy report. Late submission will be penalized 5 percent for each day late except in the event of a documented medical or family emergency.

There will be no curving in this class. Final letter grades will be calculated as follows:

[90, 100]	A
[80, 90)	B
[70, 80)	C
[60, 70)	D
[0, 60)	F

COURSE POLICIES

• Academic Integrity

Cheating and plagiarism are taken very seriously in this course. All assignments must be solely original work of the student. Violations include quoting or paraphrasing another author without attribution on written assignments. Avoid plagiarism by using footnotes (with page numbers) whenever you quote, paraphrase, or otherwise borrow someone else's ideas. If you are unsure whether you are committing plagiarism, do not hesitate to ask me for guidance (before you submit your work). Note that forming a group to study for homework assignments or offering feedback on a draft of another student's paper are not considered violations of academic integrity. On the other hand, writing portions of a classmate's paper or copying a paragraph from a book or website without attribution are very serious violations. It is the policy of our department to refer instances of suspected academic dishonesty to the Student Judicial Council. For the Dean of Students' Academic Integrity site, see <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity>.

³Note that the proposal is not graded. But this is an important opportunity to solicit feedback. The more detailed the proposal is, the more comments I can provide.

- **Learning Environment Civility**

In any environment (including online) in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, and guests) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5- 4285).

- **Grade Appeals**

Hopefully there will be no reason to contest a grade. However, a student who believes strongly that a homework assignment or the paper has been graded incorrectly may appeal by writing a one-page, typed memo explaining why the grade was inappropriate. No sooner than 72 hours and no later than 10 days after the original grade was issued, the memo must be submitted along with the original graded assignment to me for re-grading.

- **Religious Holidays**

Although students are expected to meet every due/deadline, exceptions will of course be made for religious holidays. Students who know they will miss any deadline owing to observance of a religious holiday need to notify the instructor during the first week of the semester.

- **Accommodations**

University of Idaho is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please contact Center for Disability Access and Resources (CDAR) to discuss eligibility. A current accommodation letter from CDAR is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. CDAR is located at the Bruce Pitman Building, Suite 127. Phone is 208-885-6307 and e-mail is cdar@uidaho.edu. For a complete listing of services and current business hours visit <https://www.uidaho.edu/cdar>.

COURSE MATERIALS

There is no required textbook for this course. We will rely on different book chapters and academic journal articles to facilitate our study. **All required readings will be provided by the instructor and available on Canvas.** However, there are some recommended books that can offer you a foundational understanding of contemporary Chinese politics, foreign policy, and security:

- Joseph, William A., ed. 2019. *Politics in China: an introduction*. Oxford University Press.
 - Carlson, A., Gallagher, M., Lieberthal, K., & Manion, M. (Eds.). 2010. *Contemporary Chinese Politics: New Sources, Methods, and Field Strategies*. Cambridge University Press.
 - Nathan, Andrew J., and Andrew Scobell. 2015. *China's search for security*. Columbia University Press.
 - Lanteigne, Marc. 2019. *Chinese foreign policy: an introduction*. Routledge.
 - Pu, Xiaoyu. 2019. *Rebranding China: Contested status signaling in the changing global order*. Stanford University Press.
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COURSE SCHEDULE

The subsequent weekly schedule in this course are tentative and subject to change. Required readings are denoted by “★”, while recommended ones are marked by “○”.

Week 1: Organizational Meetings

- Aug 19 (M): Course Introduction
 - ★ Read this syllabus
- Aug 21 (W): National Security – the American perspective
 - ★ Jordan et al. 2009. “Chapter 3: The Evolution of American National Security Policy” in *American National Security*. (sixth edition ed.). Baltimore: Johns Hopkins University Press.
 - ★ Drezner, Daniel. 2024. “How Everything Became National Security And National Security Became Everything” *Foreign Affairs*.
 - *Brookings*. 2022. “Around the Halls: Assessing the 2022 National Security Strategy” (available [online](#))
 - Brigety, Reuben II. 2016. “Diversity and U.S. National Security Why It Matters, and What Can Be Done”. *Foreign Affairs*.
- Aug 23 (F): Discussion – Why study China’s national security?

Week 2: The Chinese Perspectives on National Security

- Aug 26 (M): Authoritarian Politics 101
 - ★ Svolik, Milan W . 2012. *The Politics of Authoritarian Rule*. Cambridge University Press. **Chapter 1: p 1-5**
 - ★ Guriev, Sergei, and Daniel Treisman. 2020. “The popularity of authoritarian leaders: A cross-national investigation.” *World Politics* 72, no. 4: 601-638. **[Reaction Essay]**
 - Geddes, Barbara. 1999. “What do we know about democratization after twenty years?” *Annual Review of Political Science* 2, no. 1: 115-144.

- Svoblik, Milan W . 2012. *The Politics of Authoritarian Rule*. Cambridge University Press. Chapter 2
- Aug 28 (W): The Xi Vision
 - ★ Rudd, Kevin. 2022. “The World according to Xi Jinping: What China’s Ideologue in Chief Really Believes.” *Foreign Affairs*.
 - ★ Fravel, M. Tyler. 2021. *Testimony before the US-China Economic and Security Review Commission: Hearing on ‘US-China Relations at the Chinese Communist Party’s Centennial’*.
 - *Office of the Central National Security Commission and Central Propaganda Department*. 2022. “Chapter Five: Uphold the Integration of Development and Security: On the Necessary Requirements of National Security in the New Era.” Translated by Ethan Franz. San Francisco: Center for Strategic Translation, 2023. The online version can be found [here](#).
 - Doshi, Rush. 2021. *The long game: China’s grand strategy to displace American order*. Oxford University Press. Chapter 11 [**Reaction Essay**]
- Aug 30 (F): Discussion – How scared of China should the U.S. be?

Week 3: No Class

- Sept 2 (M): **No Class: Labor Day**
- Sept 4 (W): **No Class: the instructor is away for conference**
- Sept 6 (W): **No Class: the instructor is away for conference**

Week 4: The Bigger Picture – China’s Grand Strategy

- Sept 9 (M): The Status Quo Perspective
 - ★ Weiss, Jessica Chen. 2019. “A world safe for autocracy?.” *Foreign Affairs* 98, no. 4: 92-108. [**Reaction Essay**]
 - ★ Goldstein, Avery. 2020. “China’s grand strategy under Xi Jinping: Reassurance, reform, and resistance.” *International Security* 45, no. 1: 164-201. [**Reaction Essay**]
 - Buzan, Barry. 2014. “The logic and contradictions of ‘peaceful rise/development’ as China’s grand strategy.” *The Chinese Journal of International Politics* 7, no. 4: 381-420.
- Sept 11 (W): The Revisionist Perspective
 - ★ Doshi, Rush. 2021. *The long game: China’s grand strategy to displace American order*. Oxford University Press. **Chapter 1** [**Reaction Essay**]
 - Schweller, Randall L., and Xiaoyu Pu. 2011. “After unipolarity: China’s visions of international order in an era of US decline.” *International Security* 36, no. 1: 41-72. [**Reaction Essay**]
- Sept 13 (F): Discussion – Does China have a grand strategy? How about the .U.S?

Week 5: Stability Above All Else

- Sept 16 (M): Stability Maintenance (*Weiwen*)
 - ★ Wang, Yuhua, and Carl Minzner. 2015. “The rise of the Chinese security state.” *The China Quarterly* 222: 339-359. **[Reaction Essay]**
 - Xu, Jianhua, and Siying He. 2022. “Can Grid Governance Fix the Party-state’s Broken Windows? A Study of Stability Maintenance in Grassroots China.” *The China Quarterly* 251: 843-865. **[Reaction Essay]**
 - Truex, Rory. 2019. “Focal points, dissident calendars, and preemptive repression.” *Journal of Conflict Resolution* 63, no. 4: 1032-1052. **[Reaction Essay]**
- Sept 18 (W): Social Credit System
 - ★ Kobie, Nicole. 2019. “The complicated truth about China’s social credit system.” *Wired*.
 - ★ Xu, Xu, Genia Kostka, and Xun Cao. 2022. “Information control and public support for social credit systems in China.” *The Journal of Politics* 84, no. 4: 2230-2245. **[Reaction Essay]**
 - Creemers, Rogier. 2018. “China’s Social Credit System: an evolving practice of control.” Available at SSRN 3175792.
- Sept 20 (F): Discussion – How much is too much?

Week 6: Information Control

- Sept 23 (M): Censorship
 - ★ King, Gary, Jennifer Pan, and Margaret E. Roberts. 2013. “How censorship in China allows government criticism but silences collective expression.” *American political science Review* 107, no. 2: 326-343. **[Reaction Essay]**
 - King, Gary, Jennifer Pan, and Margaret E. Roberts. 2017. “How the Chinese government fabricates social media posts for strategic distraction, not engaged argument.” *American political science review* 111, no. 3: 484-501. **[Reaction Essay]**
 - Qin, Bei, David Strömberg, and Yanhui Wu. 2017. “Why does China allow freer social media? Protests versus surveillance and propaganda.” *Journal of Economic Perspectives* 31, no. 1: 117-140. **[Reaction Essay]**
- Sept 25 (W): Propaganda
 - ★ Huang, Haifeng. 2018. “The pathology of hard propaganda.” *The Journal of Politics* 80, no. 3: 1034-1038. **[Reaction Essay]**
 - ★ Mattingly, Daniel, Trevor Incerti, Changwook Ju, Colin Moreshead, Seiki Tanaka, and Hikaru Yamagishi. 2024. “Chinese state media persuades a global audience that the “China model” is superior: Evidence from a 19-country experiment.” *American Journal of Political Science*. **[Reaction Essay]**

- Gunitsky, Seva. 2015. "Corrupting the cyber-commons: Social media as a tool of autocratic stability." *Perspectives on Politics* 13, no. 1: 42-54. **[Reaction Essay]**
- Sept 27 (F): Discussion – Are all of these sustainable?

Week 7: Zero Tolerance

- Sept 30 (M): Political Violence – the case of Xinjiang
 - ★ Cao, Xun, Haiyan Duan, Chuyu Liu, and Yingjie Wei. 2018. "Local religious institutions and the impact of interethnic inequality on conflict." *International Studies Quarterly* 62, no. 4: 765-781. **[Reaction Essay]**
 - ★ Potter, Philip BK, and Chen Wang. 2022. *Zero Tolerance: Repression and Political Violence on China's New Silk Road*. Cambridge University Press. **Chapter 2. [Reaction Essay]**
 - Hong, Ji Yeon, and Wenhui Yang. 2020. "Oilfields, mosques and violence: Is there a resource curse in Xinjiang?." *British Journal of Political Science* 50, no. 1: 45-78. **[Reaction Essay]**
 - Mumford, Andrew. 2018. "Theory-testing Uyghur terrorism in China." *Perspectives on Terrorism* 12, no. 5: 18-26.
- Oct 2 (W): Governmental Responses
 - ★ Potter, Philip BK, and Chen Wang. 2022. *Zero Tolerance: Repression and Political Violence on China's New Silk Road*. Cambridge University Press. **Chapter 4. [Reaction Essay]**
 - Greitens, Sheena Chestnut, Myunghye Lee, and Emir Yazici. 2019. "Counterterrorism and preventive repression: China's changing strategy in Xinjiang." *International Security* 44, no. 3: 9-47. **[Reaction Essay]**
 - Zenz, Adrian, and James Leibold. 2020. "Securitizing Xinjiang: police recruitment, informal policing and ethnic minority co-optation." *The China Quarterly* 242: 324-348.
- Oct 4 (F): Discussion – Is there a way out of the violence-repression cycle?

Week 8: The Familiar Stranger

- Oct 7 (M): **Midterm Exam (no class)**
- Oct 9 (M): Governing the Ungoverned – the case of Hong Kong
 - ★ So, Alvin Y. "'One country, two systems' and Hong Kong-China national integration: A crisis-transformation perspective." *Journal of Contemporary Asia* 41, no. 1: 99-116. **[Reaction Essay]**
 - ★ Overholt, William H. 2019. "Hong Kong: The Rise and Fall of One Country Two Systems." *Ash Center for Democratic Governance and Innovation; Mossavar-Rahmani Center for Business and Government, Harvard Kennedy School*.

- Ministry of Foreign Affairs of PRC. 2022. *One Country, Two Systems is the Most Ingenious Vision – The Pearl of the Orient's Journey Back*, available at MFA website ([here](#))
- Ma, Ngok. 2015. “The rise of ‘anti-China’ sentiments in Hong Kong and the 2012 Legislative Council elections.” *The China Review*: 39-66.
- Oct 11 (F): Discussion – Can One-Country-Two-Systems work?

Week 9: The Armageddon

- Oct 14 (M): China's Nuclear Posture
 - ★ Cunningham, Fiona S., and M. Taylor Fravel. 2015. “Assuring Assured Retaliation: China's Nuclear Posture and US-China Strategic Stability.” *International Security* 40, no. 2: 7-50. **[Reaction Essay]**
 - ★ Cunningham, Fiona S., and M. Taylor Fravel. 2019. “Dangerous confidence? Chinese views on nuclear escalation.” *International Security* 44, no. 2: 61-109. **[Reaction Essay]**
 - Talmadge, Caitlin. 2017. “Would China go nuclear? Assessing the risk of Chinese nuclear escalation in a conventional war with the United States.” *International Security* 41, no. 4: 50-92. **[Reaction Essay]**
 - Cunningham, Fiona S. 2022. “Strategic substitution: China's search for coercive leverage in the information age.” *International Security* 47, no. 1: 46-92. **[Reaction Essay]**
- Oct 16 (W): **No Class: the instructor is away for conference**
- Oct 18 (F): Discussion – Is nuclear war even possible?

Week 10: The Blue-Water Struggles

- Oct 21 (M): East China Sea
 - ★ Duan, Xiaolin. 2022. “China's Strategic Thinking on the Diaoyu/Senkaku Island Dispute.” in *Asian Territorial and Maritime Disputes*, edited by Moises De Souza, Gregory Coutaz, and Dean Karalekas. **[Reaction Essay]**
 - ★ Fang, Songying, and Xiaojun Li. 2020. “Historical ownership and territorial disputes.” *The Journal of Politics* 82, no. 1: 345-360. **[Reaction Essay]**
 - Wiegand, Krista E. 2009. “China's strategy in the Senkaku/Diaoyu islands dispute: Issue linkage and coercive diplomacy.” *Asian Security* 5, no. 2: 170-193. **[Reaction Essay]**
 - Hall, Todd. 2019. “More significance than value: explaining developments in the Sino-Japanese contest over the Senkaku/Diaoyu Islands.” *Texas National Security Review* 2, no. 4 (2019).
- Oct 23 (W): South China Sea

- ★ Zhang, Feng. 2020. "China's long march at sea: Explaining Beijing's South China Sea strategy, 2009–2016." *The Pacific Review* 33, no. 5: 757-787. **[Reaction Essay]**
- Fravel, M. Taylor, and Charles L. Glaser. 2022. "How much risk should the United States run in the South China Sea?." *International Security* 47, no. 2: 88-134. **[Reaction Essay]**
- Fravel, M. Taylor. (July 13, 2016 Wednesday). "Why does China care so much about the South China Sea? Here are 5 reasons." *Washington Post Blogs*
- Dutton, Peter. 2011. "Three disputes and three objectives: China and the South China Sea." *Naval War College Review* 64, no 4: 42-67.

- Oct 25 (F): Discussion – Will China own the sea?

Week 11: The New Contested Domain

- Oct 28 (M): The Cyber Space
 - ★ Lindsay, Jon R. 2014. "The impact of China on cybersecurity: fiction and friction." *International Security* 39, no. 3: 7-47. **[Reaction Essay]**
 - Allen, Gregory C. 2019. "Understanding China's AI Strategy: Clues to Chinese Strategic Thinking on Artificial Intelligence and National Security." *Center for a New American Security*
 - Johnson, James. 2021. "The end of military-techno Pax Americana? Washington's strategic responses to Chinese AI-enabled military technology." *The Pacific Review* 34, no. 3: 351-378. **[Reaction Essay]**
 - Cary, Dakota. 2021. "China's CyberAI Talent Pipeline." *CSET Policy Brief*.
- Oct 30 (W): The Outer Space
 - ★ Tellis, Ashley J. 2007. "China's military space strategy." *Survival* 49.3. **[Reaction Essay]**
 - ★ Sankaran, Jaganath. 2014. "Limits of the Chinese anti-satellite threat to the United States." *Strategic Studies Quarterly* 8, no. 4: 19-46. **[Reaction Essay]**
 - MacDonald, Bruce W., Carla P. Freeman, and Alison McFarland. 2023. "China and Strategic Instability in Space: Pathways to Peace in an Era of US-China Strategic Competition." *United States Institute of Peace*.
- Nov 1 (F): Discussion – What will the "tech decoupling" entail?

Week 12: The U.S. Factor I

- Nov 4 (M): The Chinese (mis)Perceptions of Washington.
 - ★ Wang, Jisi. 2021. "The Plot Against China?: How Beijing Sees the New Washington Consensus." *Foreign Affairs*. 100: 48. **[Reaction Essay]**
 - ★ Zhao, Minghao. 2019. "Is a new Cold War inevitable? Chinese perspectives on US–China strategic competition." *The Chinese Journal of International Politics* 12, no. 3: 371-394. **[Reaction Essay]**

- Weiss, Jessica Chen. 2019. "How hawkish is the Chinese public? Another look at "rising nationalism" and Chinese foreign policy." *Journal of Contemporary China* 28, no. 119: 679-695.
- Liu, Adam Y., Xiaojun Li, and Songying Fang. 2023. "Unpacking "the West": Divergence and Asymmetry in Chinese Public Attitudes Towards Europe and the United States." *Journal of Current Chinese Affairs* 52, no. 1: 119-133.
- Nov 6 (W): The American (mis)Perceptions of Beijing
 - ★ Weiss, Jessica Chen. 2022. "The China Trap: US foreign policy and the perilous logic of zero-sum competition." *Foreign Affairs*. 101: 40.
 - ★ Myrick, Rachel, and Chen Wang. 2024. "Domestic Polarization and International Rivalry: How Adversaries Respond to America's Partisan Politics." *The Journal of Politics* 86, no. 1: 141-157. **[Reaction Essay]**
 - Wang, William Ziyuan. 2019. "Destined for misperception? Status dilemma and the early origin of US-China antagonism." *Journal of Chinese Political Science* 24, no. 1: 49-65. **[Reaction Essay]**
 - Scobell, Andrew. 2020. "Perception and misperception in US-China relations." *Political Science Quarterly* 135, no. 4: 637-664.
- Nov 8 (F): Discussion – Is a US-China rapprochement possible?

Week 13: The U.S. Factor II (The Taiwan Issue)

- Nov 11 (M): The Chinese Perspective on Taiwan
 - ★ "Surveying the Experts: China's Approach to Taiwan." *ChinaPower*. Available [online](#)
 - ★ Myrick, Rachel and Chen Wang. *Working Paper*. "Today Ukraine, Tomorrow Taiwan? Assessing Transferability of US Reputation for Resolve Across International Crises" **[Reaction Essay]**
 - Weiss, Jessica Chen. 2023. "Don't Panic About Taiwan." *Foreign Affairs*.
- Nov 13 (W): The American Perspective on Taiwan
 - ★ Brookings Policy Brief. 2022. *An American Perspective on the Role of Taiwan in US-China Relations*
 - ★ Green, Brendan Rittenhouse, and Caitlin Talmadge. 2022. "Then what? Assessing the military implications of Chinese control of Taiwan" *International Security* 47, no. 1: 7-45. **[Reaction Essay]**
 - Mastro, Oriana Skylar. 2021. "The Taiwan temptation: why Beijing might resort to force." *Foreign Affairs*. **[Reaction Essay]**
 - Glaser, Charles L. 2021. "Washington is avoiding the tough questions on Taiwan and China." *Foreign Affairs*. **[Reaction Essay]**
- Nov 15 (F): Discussion – What will a US-China conflict over Taiwan look like?

Week 14 (Nov 18, 20, 22): Mock NSC Meetings**Week 15 (Nov 25-29): Fall Recess (Thanksgiving Break)****Week 16: Course Conclusion**

- Dec 2 (M): Some other concerns
 - O'Hanlon, Michael. 2023. "China's shrinking population and constraints on its future power." *Brookings*. (available [online](#))
 - Zhao, Yong, Xunpeng Shi, and Feng Song. 2020. "Has Chinese outward foreign direct investment in energy enhanced China's energy security?." *Energy Policy* 146: 111803.
- Dec 4 (W): Review and Catch-Up Day
- Dec 6 (F): Research Day

Week 17: Finals Week

- Dec 9 (M): Policy Report Due