Overview

Welcome to SS372, the Government and Politics of China. The People’s Republic of China has the largest population and government in the world today. This course aims to help us acquire an understanding of China’s tortuous political development and its recent rise to global prominence. To do so, this seminar class provides an overview of China’s political and economic systems and discusses the domestic and foreign policy issues facing the country. The first section of the course examines Chinese political and cultural history, from the Century of Humiliation to the background and rise of the Chinese communist movement, through the death of Mao. The next block considers China’s domestic situation, examining Chinese leadership after Mao, Deng’s reforms and the institutionalization of power transfers, and current issues facing the regime. We also discuss Chinese political, economic, social, and military structures and the various challenges and opportunities that have emerged due to ongoing reforms. The final part of the course addresses China’s foreign relations and assesses the implications of China’s emergence as a regional and world power.

Course Goals: Throughout the course, we focus on answering two central questions:

1) How and why did the Chinese political system develop the way it did?
2) What causes stability and instability in the Chinese political system?

Format

- 30 Lessons @ 75 min, with no labs
- Assignments – 3x policy papers, notes, presentation, WPR, TEE
- 3.0 Credit Hours; Prerequisites: None.

Materials

- Other readings available on blackboard
- *The Little, Brown Handbook* (LBH)
- Dean’s *Documentation of Academic Work* (DAW)

Milestones

Paper #1 Due

WPR (In-class)

Paper #2 Due

Paper #3 Due
Course Objectives
As a result of completing SS372, each cadet will be able to:

• Explain the political and strategic history of the Chinese Communist Party and this history’s impact on modern China.
• Analyze the political culture, social structure, political economy, and institutions of the modern Chinese state.
• Describe the current economic and demographic challenges facing China.
• Analyze Chinese foreign policy and the factors that influence it.
• Describe future issues that will impact the Chinese regime’s internal and external actions.
• Perform a critical analysis, both written and oral, of the issues that are examined in the course. This includes the ability to articulate an argument, develop and consider at least one viable counter-argument, and provide a logical rebuttal.

Graded Course Requirements
The appendices at the back of this syllabus contain additional guidance on the presentations and written requirements.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tr>
<td>Lesson Notes</td>
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<td>Lesson Presentation</td>
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<td>WPR</td>
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<td>Policy Papers (3 required, 100 points each)</td>
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<td>TEE</td>
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<td>Classroom Participation</td>
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Evaluation
Below are the evaluation standards for graded requirements. There is no course curve. Cadets achieve their grades based on individual academic performance.

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<th>Grade</th>
<th>Earned</th>
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<th>Percentage Earned</th>
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<td>A+</td>
<td>970-1000</td>
<td>97.0-100.0</td>
<td>4.33</td>
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<td>B+</td>
<td>870-899</td>
<td>87.0-89.9</td>
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<td>Meets standards of writing. Solid understanding of concepts. Strong foundation for future work.</td>
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<td>Unacceptable standards of writing. Definitely failed to demonstrate understanding of concepts.</td>
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<td>A Century of Humiliation</td>
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<td>Republican China and Mao’s Communist Insurgency</td>
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<td>Communism with Chinese Characteristics</td>
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<td>The Cultural Revolution and the Death of Mao</td>
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<td>Keeping the Peace in the Taiwan Strait</td>
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Lesson 1: Course Introduction & China’s Cultural and Confucianism Traditions

Lesson Objective (L.O.):
Explain the objectives and relevance of SS372. Explain how Eastern and Western thought differs. Identify the role of Confucianism in traditional and modern Chinese culture.

Reading/Discussion Guide:
1. Why study China’s government, history, and economy?
2. What are the course expectations, and how will we conduct our inquiry?
3. How do Chinese cultural traditions affect citizen’s attitude toward and expectation from politics?
4. In what ways are Eastern and Western patterns of thought different?
5. What are the major tenets of Confucianism?
6. Is Confucianism compatible with CCP rule in China?

Assigned Reading (50)
- SS372 Course Syllabus
- Osnos, Prologue, p 3-8. (6)

Lesson 2: A Century of Humiliation: China Interacts with the World

Lesson Objective (L.O.):
Describe the Century of Humiliation and explain why it occurred. Analyze the role of this history in China’s current political decision-making. Explain the role that memory plays in political narratives.

Reading/Discussion Guide:
1. What is the narrative of the Century of Humiliation?
2. What is the impact of the Century of Humiliation on China’s political culture?
3. Why does Garver refer to it as a “myth”?
4. What purpose do museums serve?
5. What is the role of the War of Resistance Museum?
   What does it represent to China?

Assigned Reading (30)
Lesson 3: Republican China and Mao’s Communist Insurgency

Lesson Objective (L.O.):
Explain the tenants of Republican China, and how they differed from those of Imperial China. Describe the two factions that arose after the death of Sun Yat-sen, and compare their objectives and methods. Analyze the similarities and differences between the Nationalists (KMT) and the Communists.

Reading/Discussion Guide:
1. Why did the Imperial system fall?
2. What were the causes of revolution?
3. Characterize the early CCP: how were decisions made? Who were the party’s enemies? What sustained the movement?
4. What is the significance of the Long March?
5. What did the Nationalists (KMT) and Communists have in common, and what differences existed?

Assigned Reading (30 + video)
- Dreyer, Ch 3 from “The Revolutionaries” to end, p. 53-75. (23)
- PBS Documentary Film: “China, A Century of Revolution - China in Revolution, 1911-1949” (nearly 2 hours, budget your time wisely!)
  https://www.youtube.com/watch?v=I5cl0GjpIy4

Lesson 4: Communism with Chinese Characteristics

Lesson Objective (L.O.):
Explain the implementation of communism in the People’s Republic of China. Describe the successes and challenges the new regime experienced. Explain how Mao’s version of communism differed from that of the Soviet Union. Assess the early policies of Mao’s CCP regime, and identify unifying and dividing characteristics.

Reading/Discussion Guide:
1. What influenced the CCP’s initial policy choices after 1949?
2. How did the CCP consolidate power?
3. Why did Mao begin the 100 Flowers Campaign?
4. Was the Great Leap Forward (GLF) successful? Why or why not?

Assigned Reading (45 + video)
- Dreyer, from Ch 4 “PRC Politics Under Mao: 1949-1976” p. 76-95 (20)
  https://www.youtube.com/watch?v=PJyoX_vrlns
Lesson 5: The Cultural Revolution and the Death of Mao

Lesson Objective (L.O.): Describe the Cultural Revolution, and explain the rationale for its implementation. Explain the sequence of events after Mao’s death, and analyze how the regime handled the power transition.

Reading/Discussion Guide:
1. What occurred during the Cultural Revolution?
2. What purpose did the Cultural Revolution serve? What effects did it have on Chinese identity?
3. What occurred after the death of Mao?
4. What role does Mao hold in Chinese history?
5. How do Chinese view Mao today?

Assigned Reading (26 + video)
- Dreyer, p. 95-103 (8)
- Osnos, Ch. 19 “The Spiritual Void,” p. 277-279. (3)
- David McKenzie and Steven Jiang, “Murdered for Mao: The Killings China ‘Forgot’” CNN 4 June 2014. (2)
- PBS Documentary Film: “China: A Century of Revolution,” (watch from 58:17 to end)
  https://www.youtube.com/watch?v=PJyoX_vrlNs

Lesson 6: Deng Xiaoping and the Beginning of the Reform Era

Lesson Objective (L.O.): Describe and assess the reforms enacted by Deng Xiaoping.

Reading/Discussion Guide:
1. How did Deng Xiaoping alter China’s economic and political system?
2. What is “socialism with Chinese characteristics?”
3. Describe the challenges or impediments to Deng’s reforms. Who resisted Deng’s reforms, and why?
5. What is Deng’s legacy?

Assigned Reading (26)
  https://www.youtube.com/watch?v=p3W1o3liQZ8
Lesson 7: The Protest Movement and the Political Crisis of 1989

Lesson Objective (L.O.):
Explain and evaluate the CCP reaction to the Tiananmen protests of 1989.

Reading/Discussion Guide:
1. What were the causes (proximate and long-term) of the 1989 protests?
2. Why did the Party disagree about how to react to the protests?
3. What norms in CCP governance do the Tiananmen papers reveal?
4. Did the Party’s ultimate course of action achieve the intended outcome? Why/why not?

Assigned Reading (55)
- Optional Documentary Film: “The Gate of Heavenly Peace” by Carma Hinton and Richard Gordon. Part I: https://www.youtube.com/watch?v=1Gtt2JxmqTg Part II: https://www.youtube.com/watch?v=o0lgc4fWkWi

Lesson 8: The CCP’s Post-1989 Recovery

Lesson Objective (L.O.):
Explain how the CCP maintains legitimacy in the aftermath of the 1989 protests.

Reading/Discussion Guide:
1. What lessons did the CCP take from the 1989 protests and the fall of the Soviet Union?
2. How did these events influence CCP rule?
3. What are the sources of CCP legitimacy? How do they differ from a democratic, multi-party society?
4. How stable is the post-1989 CCP regime?

Assigned Reading (34 + Video)
- Elizabeth Perry, “Is the Chinese Communist Regime Legitimate?” in The China Questions, p. 11-17. (7)

Lesson 9: DROP – Paper # 1 Due
Block II: Key Themes in Contemporary Chinese Domestic Politics

Learning Objective: Describe and analyze the current structure of the Chinese regime. Explain the sources of power and legitimacy of the CCP. Describe current domestic challenges and analyze the CCP’s policies to address them.

Lesson 10: Structures of Governance

Lesson Objective (L.O.):
Explain how the CCP rules, and the persistence of authoritarianism in China.

Reading/Discussion Guide:
1. How is China ruled? Explain the structures of power and governance.
2. What factions exist in Chinese politics, and what are their core constituencies and beliefs?
3. What characteristics have different “leadership generations” exhibited? Are these useful for understanding CCP policies? Why or why not?
4. Why hasn’t the Chinese middle class made demands for more political rights?

Assigned Reading (45)
- Dreyer, Figures 4.1 & 4.2, p. 81-2 (Graphics)

Lesson 11: PRC’s Political Economy – Drivers of Growth

Lesson Objective (L.O.):
Explain how China evolved economically from 1976 to the present. Analyze the development methods used and their effectiveness. Describe the challenges presented by the urban-rural divide, and how the CCP has reacted.

Reading/Discussion Guide:
1. How did the CCP institute elements of a market economy in China?
2. What role did the Special Economic Zones play?
3. What challenges exist in the Chinese economic system?
4. How does China manage urbanization?

Assigned Reading (79)
- Dreyer, Ch. 7, p. 148-176 (28)
- Osnos, Ch. 5, p. 60-75 (15)
Lesson 12: PRC’s Political Economy – Remnants of Socialism

Lesson Objective (L.O.):
Explain the characteristics of the PRC’s current economy. Is it still socialist? In what ways?

Reading/Discussion Guide:
1. How would you describe the PRC’s economy?
2. Has China managed to reduce the rural-urban economic divide? In what ways?
3. What inequality exists in China? Will this lead to unrest?

Assigned Reading (36)
- Martin King Whyte, “China’s Post-Socialist Inequality,” *Current History* (September 2012), pp. 229–234 (6)
- Meg Rithmire, “Will Urbanization Save the Chinese Economy or Destroy It?” in *The China Questions*, p. 133-140 (8)
- Documentary trailer: “We the Workers,” (2017) https://www.youtube.com/watch?v=ndY1294mVDk

Lesson 13: Chinese Identity and Ethnic Minorities (Xinjiang & Tibet)

Lesson Objective (L.O.):
Describe the ethnic composition of the PRC. Explain the CCP policy towards minorities, and analyze the actions the government has taken with regard to these minority populations.

Reading/Discussion Guide:
1. What is the Chinese policy toward ethnic minorities?
2. What does it mean to be Chinese?
3. How do Xinjiang and Tibet operate as autonomous provinces?
4. Has China achieved ethnic equality?

Assigned Reading (40)
- Dreyer, Ch. 13 “Ethnic Minorities and National Integration” pp. 294-301; 311-325 (21)
- *The Economist*, “Who is Chinese? The Upper Han,” November 19, 2016 (7)
- Optional: Explore Tibet’s Government-in-Exile website @ http://www.tibet.net/
Lesson 14: The Media, the Internet, and Public Opinion

Lesson Objective (L.O.):
Describe how the CCP controls the exchange of information. Explain how these actions shape and form public opinion, and analyze the effectiveness of these measures for regime stability.

Reading/Discussion Guide:
1. How does the CCP use social media to generate support?
2. Can the internet be controlled? Describe the techniques that the Chinese government uses to monitor and influence their citizen’s communication on the internet.
3. On which topics does the CCP permit critical conversations? Why?
4. Which subjects are off-limits to critical discourse? Why?

Assigned Reading (51)
- Ya-Wen Lei, “What Should We Know about Public Opinion in China?” in The China Questions, p. 43-50 (7)
- Osnos, Ch. 8, “Dancing in Shackles,” p. 117-130 (13)

Lesson 15: Contention and Civil Society (Environment)

Lesson Objective (L.O.):
Explain the strategies ordinary Chinese citizens use to voice their grievances. Analyze the state’s influence over protest activities, and then explain what civil space exists.

Reading/Discussion Guide:
1. What environmental concerns exists in China?
2. What strategies do Chinese citizens use to express their concerns?
3. How does the CCP deal with dissent/social unrest?

Assigned Reading (39)
- Dryer, p. 265-271, p. 286-293; (13)
Lesson 16: Demographic Challenges

Lesson Objective (L.O.):
Explain China’s demographic challenge. Analyze the political and economic risks inherent in their population structure

Reading/Discussion Guide:
1. What is the bare branches theory?
2. Can the state effectively influence the size and makeup of its population? How?
3. What demographic challenges exist for China?

Assigned Reading (32)
- Dryer, p. 257-265. (8)
- Valerie M. Hudson and Andrea M. Den Boer, “Missing Women & Bare Branches: Gender Balance & Conflict,” (Blackboard) (4)

Lesson 17: WPR
The WPR will occur in class.

Lesson 18: Human Rights Debate

Lesson Objective (L.O.):
Debate whether and how China supports human rights.

Reading/Discussion Guide:
1. Does human rights policy in China differ between practice and law? How?
2. What is the state of human rights in China since the 1989 Tiananmen Square incident?
3. Do universal human rights exist, or is this the purview of the laws of a sovereign state?

Assigned Reading (30)
Lesson 19: SCUSA – Paper #2 Due

Block 3: Foreign Policy

Learning Objective: Identify and explains the principles which have guided Chinese foreign policy since 1949. Analyze common themes, and explain changes. Make predictions, grounded in theory and supported by evidence, regarding likely influencers of future Chinese foreign policy.

Lesson 20: China’s Core Interests

Lesson Objective (L.O.):
Describe China’s core interests, and analyze the strategy and policy the CCP has used to protect them.

Reading/Discussion Guide:
1. What are China’s core interests? What is significant about the use of this term?
2. Has China become increasingly assertive to defend these interests? Why or why not?

Assigned Reading (49)
- Jin Kai, “Are We Living in a ‘Chinese Century’?” The Diplomat (23 January 2015)
  http://thediplomat.com/2015/01/are-we-living-in-a-chinese-century/ (3)
  http://media.hoover.org/sites/default/files/documents/CLM34MS.pdf (11)
- "Modernities,” p. 439-469 in Westad’s Restless Empire. (30)

Lesson 21: The People’s Liberation Army and Modernization

Lesson Objective (L.O.):
Describe the role of the PLA in China, and explain the civil-mil relationship. Explain and analyze the PLA’s modernization efforts.

Reading/Discussion Guide:
1. What is the role of the PLA in China?
2. How is the military organized? What changes have recently occurred?
3. What is the “informationalization” process, and how does it influence the PLA’s modernization process?

Assigned Reading (45)
- Andrew Erickson, “How Strong are China’s Armed Forces?” p. 73-80 in The China Questions. (7)
  http://www.hoover.org/sites/default/files/research/docs/clm49jm.pdf (5)
Lesson 22: China’s Foreign Policy

Future: Status Quo or Revisionist?

Lesson Objective (L.O.):
Explain the PRC foreign policy drivers. Describe how various theories of international relations explain China’s actions.

Reading/Discussion Guide:
1. What principles have guided China’s foreign policy since 1949?
2. How does the security dilemma affect US-Chinese relations?
3. What is the historical and ideological legitimacy of a Chinese-led world order?

Assigned Reading (56)
- Dreyer, “Foreign Policy” p. 327-332, 352-354 (8)

Lesson 23: US and PRC Policy towards Taiwan

Lesson Objective (L.O.):
Explain the evolution of US and PRC policy towards Taiwan.

Reading/Discussion Guide:
1. What are the key components of the US relationship with Taiwan?
2. What is the one-China policy, and how did it develop?
3. How does the PRC view Taiwan?

Assigned Reading (41)
- Taiwan Relations Act (Sections 3301-3) http://www.taiwandocuments.org/tra01.htm (2)
- Steven Goldstein, “(When) Will Taiwan Reunify With the Mainland?” in The China Questions, p. 99-109. (10)
Lesson 24: Keeping the Peace in the Taiwan Strait

Lesson Objective (L.O.): Identify the factors that maintain stability between the PRC and Taiwan, as well as friction points that could create conflict.

Reading/Discussion Guide:
1. What factors complicate cross-strait security from Beijing’s perspective?
2. Why does the US support Taiwan? Is that support conditional on anything?

Assigned Reading (38)
- Thomas J. Christensen, “The Contemporary Security Dilemma: Deterring a Taiwan Conflict,” The Washington Quarterly (Fall 2002), 7-20
  https://www.tandfonline.com/doi/abs/10.1162/016366002760252509 (14)
  https://www.tandfonline.com/doi/pdf/10.1080/0163660X.2011.609128 (14)
  https://www.cfr.org/report/averting-cross-strait-crisis (10)

Lesson 25: The Hong Kong Special Administrative Region

Lesson Objective (L.O.): Explain the “one country, two systems” paradigm, and how it applies to the PRC relationship with Hong Kong.

Reading/Discussion Guide:
1. How did the UK and the PRC negotiate the handover of Hong Kong?
2. On what does Hong Kong base its legitimacy?
3. What does the future hold for Hong Kong?

Assigned Reading (44 + video)
- Richard Bush, Hong Kong in the Shadow of China: Living with the Leviathan, Ch. 1 & 13. (Blackboard) (44)
  https://www.youtube.com/watch?v=IZLYKnQ8c4Q&list=PLO_sLtxST1N1nNNe2pPttoX1DrjsUbSAV&index=3 (watch from 36:30 – 41:00)
Lesson 26: The Belt & Road Initiative and China’s Energy Strategy

Lesson Objective (L.O.):
Explain the PRC’s infrastructure and energy strategies in terms of ends, ways, and means.

Reading/Discussion Guide:
1. What is the One Belt, One Road initiative? What does China hope to achieve through it?
2. What are the guiding principles of Chinese energy policy?

Assigned Reading (36)

Lesson 27: Debate: US Policy towards the PRC: Containment or Engagement?

Lesson Objective (L.O.):
Using the course readings and your knowledge of theories and concepts related to IR and China’s foreign policy, debate the policy that the US should pursue towards China.

Reading/Discussion Guide:
1. What are the advantages and disadvantages of pursuing a policy of containment? What risks does this entail?
2. What are the advantages and disadvantages of pursuing a policy of engagement? What risks does this entail?

Assigned Reading (46)
Lesson 28: Asian Maritime Security: The East and South China Seas

Lesson Objective (L.O.):
Explain the current security situation in the Asian maritime domain. Predict and prescribe future US actions to maintain the area as a maritime common.

Reading/Discussion Guide:
1. Which countries have maritime claims in the Asia-Pacific region? On what do they base these claims?
2. What is China’s position on maritime territories?
3. What is the string of pearls? The nine-dashed line? Explain the role of these in concepts in China’s territorial claims.

Assigned Reading (24)
- Fu Ying, “South China Sea: How We Got to This Stage,” http://nationalinterest.org/feature/south-china-sea-how-we-got-stage-16118 (19)
- “China Crisis: October 2020,” The Economist, 6 Jul 2019. (Blackboard) (3)

Lesson 29: Sino-Japanese Relations

Lesson Objective (L.O.):
Explain the current state of Sino-Japanese relations. Describe the points of friction, opportunities for cooperation, and the role of nationalism and the US-Japan Alliance.

Reading/Discussion Guide:
1. What is the security situation between China and Japan?
2. What areas of territorial dispute exist?
3. What is the potential for cooperation between China and Japan? The potential for conflict?

Assigned Reading (29)
Lesson 30: China’s Future and Course Wrap-Up

Lesson Objective (L.O.):
Describe the future trajectories that exist for the PRC. Assess the future of US-China relations.

Reading/Discussion Guide:
1. Will China experience regime change?
2. What are the sources of CCP stability?
3. What factors could result in instability?

Assigned Reading
- TBD