

# **POL370I (A): Rising China in World Politics**

Tuesdays & Thursday, 1:15pm-2:35pm  
Harrison Hall, Room 210  
3 credit hours

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## **Course Description**

China's rise as an economic and military power has come at a challenging and delicate time when the liberal international order is in apparent decline. As China's power rises, analysts fear not only a potential for war between China and the US but the emergence of parallel orders challenging US and Western dominance over global politics. As political polarization in the US complicates US domestic politics, analysts fear a potential invasion of Taiwan, and China's support for regimes in North Korea, Myanmar, Syria and other illiberal states further undermines US & Western interests while continuing to erode existing orders and hierarchies. With an ever-expanding Belt Road Initiative and accusations of trapping developing countries in mountains of debt, China's economic power is also cause of concern to many countries both in and outside the developing world. This course explores the development of the People's Republic of China (PRC) via comparative political lens and international relations perspective to understand how China (the state), Chinese domestic, and international relations continue to shape and challenge US dominance and remake the rules-based liberal order. We'll explore topics such as US-China rivalry, competitive basing, economic cooperation and competition, China's Belt-Road Initiative, the creation of the Asian Infrastructure Investment Bank (AIIB), Chinese development policy, and Chinese foreign policy.

## **Learning Outcomes**

1. Our students will be able to define and explain political science concepts, theories, and approaches related to international relations.
2. Our students will demonstrate skill in evidence-based reasoning from identifying the appropriate data or evidence necessary to construct a convincing argument to constructing and communicating that argument.

3. Our students will be able to identify the appropriate methodology, design and analysis for a given problem and understand the ethical components of research choices.
4. Our students will be able to apply political science knowledge to contemporary political issues and problems and be able to identify and evaluate alternative political science-based solutions.
5. Our students will be able to formulate, propose and advocate possibilities for positive change in democratic society as engaged and informed citizens.

## Course-Specific Outcomes

1. Students will become familiar with how Chinese institutions and domestic politics functions, especially in relation to the creation of foreign policy and how it expresses its international relations (especially with the United States).
2. Students should be able to apply theories of international relations and foreign policy to understand and explaining Chinese foreign policy and international relations.
3. Students should develop a mastery over key concepts in political science, especially in comparative politics and international relations, using China as a critical case in understand political processes and interactions, such as democracy, authoritarianism, institutional change, leadership, political culture, and so forth.
4. Students should become familiar with the key debates over a rising China in global politics and what the United States and other countries and regions are doing to adapt to, work around, and/or compete with China.
5. Students should make connections between politics and policy in both the U.S. and China, taking a *multilevel and multifactorial approach* in their analysis of any and all countries studied and analyzed in the course.
6. Students will develop a journal of current events happening in and with China globally, which will serve as a foundation for the final exam essay.

# Course Materials

## Textbooks

Students should rent/purchase two books that take different views on China:

- Economy, Elizabeth C. (2023). *The World According to China*. Cambridge: Polity Press. ISBN: 978-1509537501
  - o There is no ebook available through the library; you'll need to buy/rent. I have also placed copies on reserve.
- Garlick, Jeremy (2023). *Advantage China*. London: Bloomsbury Academic. ISBN: 978-1350252318
  - o The library has a *single user license to this* electronic book; this means only one user at a time can access it. You'll likely need to purchase/rent the book or use copies on reserve.

We'll also read most of this book, which the library has free access to (I've placed the chapters on Canvas):

- Dickson, Bruce (2021). *The Party and the People: Chinese Politics in the 21<sup>st</sup> Century*. ISBN: 978-0-691-21696-6.

**Several print copies of both books are on reserve in the university library.** Reserve books are books that the library holds at the circulation desk and allows students to check out for limited periods each day. You may also purchase/rent electronic copies from Amazon via their Kindle app if you choose, as well. The medium of the book is unimportant as long as you have access to the texts.

All other readings will be available on Canvas or online.

## TopHat

We will utilize TopHat in this course. TopHat is free for all Miami University students. Please be sure you sign up for TopHat by our second class. TopHat will be used to assess in-class participation as well as out-of-class post-lecture reflections and other activities.

## Other Resources

Social media has become a way for government's and their constituents to communicate messages without relying on the filter of media gatekeepers. This isn't to disparage the media; they play a vital role. But there's too much information emerging from social media and other sources for newspapers to print and focus on *all* stories. In addition to the weekly reading, our course will involve a lot of "current events," so students should spend a bit of time each week keeping up with the following sources below:

- China’s Ministry of Foreign Affairs X (formerly Twitter) account: [https://x.com/MFA\\_China](https://x.com/MFA_China)
- China’s Ministry of Foreign Affairs YouTube channel: [https://www.youtube.com/channel/UCZflnMvKRR0P\\_7jV9cYbxbg](https://www.youtube.com/channel/UCZflnMvKRR0P_7jV9cYbxbg)
- Taiwan’s Ministry of Foreign Affairs X (formerly Twitter) account: [https://x.com/MOFA\\_Taiwan](https://x.com/MOFA_Taiwan)
- US State Department X (formerly Twitter) account: <https://x.com/statedept>
- US State Department YouTube channel: <https://www.youtube.com/@StateDept>

## Assessments

- **Attendance and Participation** **40%**  
*Attendance* 5%  
*In-Class Policy Practica* 15%  
*TopHat Lecture Questions and Discussions* 10%  
*Reading Quizzes on Canvas* (due Thursdays before class) 10%
- **Current Events Journal** **30%**  
 Each student will keep a journal of current events throughout the course related to China! A significant part of any policy or think tank position is keeping abreast of events in the news, especially events connected to your area of research interest and expertise. It is not uncommon to spend several hours a day consulting a variety of journalistic sources to keep track of official positions and statements. Over time, practitioners develop fluency in the individuals and publications that are examining areas of expertise and interests. Students must submit **7 entries** over the course of the semester. **Journaling will take place on Canvas. Entries are due Sundays by 11:59 PM each week.** *Students who complete the journaling for a given week will be asked to share their article and impressions each week in class.* Late submissions are penalized 10 points. After 7 days, late submissions will not be accepted. **No rewrites will be permitted, but students can offset a lower grade by doing an additional entry** (for example: doing 9 entries instead of 7; I'll count the 7 highest grades). *Instructions for the current events journal are located on Canvas. Entries should be 150-250 words.*
- **Self-Designed Final Exam** **30%**  
 Students will use the data they collect in compiling their online journal to answer a substantive question about China in world affairs. The question posed will be broad in scope and require students to draw from the analyses they conduct in their journal entries, utilize course readings, and conduct some independent research.

## Course Schedule and Readings

Readings are assigned weekly. Reading strategically; focus on grasping arguments/theory, evidence, and findings. **Please note that I may adjust the readings as events unfold/occur in/with China** with adjustments made to Canvas only; please see Canvas for the most up-to-date reading list for each each.

### Week 1a: Introductions/Welcome/Brief Lecture

Tuesday, August 27

- Brookings Institution Commentary (various authors) (2024). “Is the US-China relationship the most consequential relationship for America in the world?” <https://www.brookings.edu/articles/is-the-us-china-relationship-the-most-consequential-relationship-for-america-in-the-world/>

### Week 1b: China & The Road to Modernization

Thursday, August 29

- **Required Reading:**
  - World According to China (2023). Chapter 1: Politics and the Plague
  - Lee Jones and Shahar Hameiri (2021). *Fractured China*. Cambridge: Cambridge University Press, Introduction, pp. 1-19.
  - Delia Davin (2013). *Mao: A Very Short Introduction*. Oxford: Oxford University Press. Read Chapter 4: First years of the People’s Republic. <https://doi-org.proxy.lib.miamioh.edu/10.1093/actrade/9780199588664.003.0004>
  - Rana Mitter (2016). *Modern China: A Very Short Introduction*. Oxford: Oxford University Press. Read Chapter 3 (available as an ebook through the library): <https://doi-org.proxy.lib.miamioh.edu/10.1093/actrade/9780198753704.003.0003>
- **Optional Reading:**
  - David Shambaugh (2021). *China’s Leaders: From Mao to Now*. Cambridge: Polity Press. Read Chapter 2 (“Mao Zedong: Populist Tyrant”), pp. 27-92.
    - If you are interested in learning more about Mao, this is a great chapter. It is on reserve for our course in the library.

**No Classes – Labor Day – Monday, September 2**

### Week 2: Re-Opening to the World and Normalizing Ties with the US

Tuesday, September 3(in-person) & Thursday, September 5 (asynchronous)

**This class will be asynchronous as I will be in Philadelphia at the American Political Science Association Annual Meeting from Wednesday-Saturday. Please be sure you complete the asynchronous activity by Tuesday, September 10 by the start of class.**

- **Required Reading:**

- Advantage China, Chapter 1 (China and the West)
- Oriana Skylar Mastro (2024). *Upstart: How China Became a Great Power*. Oxford: Oxford University Press. Read: “Introduction: China’s Rise to the Great Power Club,” pp. 1-13.
- Bruce Dickson (2021). *The Party and the People*. Read Introduction, pp. 1-10.
- “The Shanghai Communiqué” (1972). US Department of State, Office of the Historian. February 27.  
<https://history.state.gov/historicaldocuments/frus1969-76v17/d203>
- Elizabeth O’Brien Ingleson (2024). *Made in China: When US-China Interests Converged to Transform Global Trade*. Read Chapter 1 (“The Nixon Shocks”).

<b>Week 3: Chinese Politics 101 – Leadership, Succession, Organization &amp; Policy Processes</b>
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*Tuesday September 10 & Thursday, September 12*

- **Required Reading:**

- Advantage China, Chapter 2 (Agent of Change)
- Suisheng Zhao (2020). “China’s Foreign Policy Making Process,” in *China and the World*, ed. David Shambaugh. Oxford: OUP, pp. 85-106.  
<https://ebooks-ohiolink-edu.proxy.lib.miamioh.edu/content/9ecb0ddd-eec9-4138-a694-67da4723ae25>
- Bruce Dickson (2021). *The Party and the People: Chinese Politics in the 21<sup>st</sup> Century*. Princeton University Press, Chapter 2 (“How Leaders are Chosen”), pp. 37-64.
- Congressional Research Service (2024). “China Primer: China’s Political System.” <https://crsreports.congress.gov/product/pdf/IF/IF12505>
- Congressional Research Service (2021). “China’s Political System in Charts: A Snapshot Before the 20<sup>th</sup> Party Congress.”  
<https://crsreports.congress.gov/product/pdf/R/R46977/4>
- Asia Society Policy Institute (nd). “FAQ: Understanding the Black Box of Chinese Politics.” <https://asiasociety.org/policy-institute/decoding-chinese-politics/introduction-black-box-chinese-policy>

<b>Week 4: “The People” in the People’s Republic of China: People, Party, and Society, and Public Opinion</b>
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*Tuesday, September 17 & Thursday, September 19*

- Required Reading:
  - Peter Hessler (2024). *Other Reviews: A Chinese Education*. New York: Penguin Press. Read pp. 380-391.
  - Chengyuan Ji and Junyan Jiang (2019). “Enlightened One-Party Rule? Ideological Differences between Chinese Communist Party Members and the Mass Public.” *Political Research Quarterly* 73(3): 651-666.
  - Bruce Dickson (2021). *The Party and the People: Chinese Politics in the 21<sup>st</sup> Century*. Princeton University Press. Read Introduction and Chapter 1, pp 1-36.
  - **Li Yuan** (2021). “Who Are Our Enemies?’ China’s Bitter Youths Embrace Mao.” *New York Times*.  
<https://www.nytimes.com/2021/07/08/business/china-mao.html>
  - *Optional*: Iliara Mazzocco and Scott Kennedy (2022). “Public Opinion in China: A Liberal Silent Majority?” Center for Strategic and International Studies. <https://www.csis.org/analysis/public-opinion-china-liberal-silent-majority>

## Week 5: Chinese Economic Power – Aid, Trade, Development & Investment

Tuesday, September 24 & Thursday, September 26

- **Required Reading:**
  - Advantage China, Chapter 3 (“China’s Comparative Advantage”)
  - World According to China (2023). Chapter 5: From Bricks to Bits
  - Tao Wang (2023). *Making Sense of China’s Economy*. Routledge, pp. 3-17.
  - Oriana Skylar Mastro (2024). *Upstart: How China Became a Great Power*. Oxford: Oxford University Press. Read: “Chapter 6: Emulation and Exploitation in Chinese Economic Policy,” pp. 140-161.
  - Joseph Nye (2020). “Power and Interdependence with China.” *The Washington Quarterly* 43(1): 7-21.
  - U.S. Department of the Treasury (2024). "Remarks by Under Secretary for International Affairs Jay Shambaugh on Chinese Overcapacity and the Global Economy." <https://home.treasury.gov/news/press-releases/jy2455>
  - Reuters (2024). “What overcapacity? China say its industries are simply more competitive.” <https://www.reuters.com/graphics/CHINA-USA/TRADE/zdvxneaaxv/>

## Week 6: Democracy, Rights, Popular Support, and Protest in China

Tuesday, October 1 & Thursday, October 3

- **Required Reading:**
  - World According to China (2023). Chapter 2: Power, Power, Power



- Bruce Dickson (2021). Read Chapter 5 (“Do Political Protests Threaten Political Stability”), pp. 126-161.
- Diana Fu (2017). “Disguised collective action in China.” *Comparative Political Studies* 50(4): 499-527.
- Minxin Pei (2020). “China: From Tiananmen to Neo-Stalinism.” *Journal of Democracy* 31(1): 148-157.
- Jessica Chen Weiss and Allan Dafoe (2019). “Authoritarian Audiences, Rhetoric, and Propaganda in International Crises: Evidence from China.” *International Studies Quarterly* 63(4): 963-973.
- PBS NewsHour (2022). “Thousands in China protest zero-COVID policy in largest demonstrations in decades.”  
<https://www.pbs.org/newshour/show/thousands-in-china-protest-zero-covid-policy-in-largest-demonstrations-in-decades>
- Teresa Wright (2022). “Protests in China are not rare – but the current unrest is significant.” *The Conversation*. <https://theconversation.com/protests-in-china-are-not-rare-but-the-current-unrest-is-significant-195622>

## Week 7: Friction in US/China Relations

Tuesday, October 8 & Thursday, October 10

- **Required Reading:**

- World According to China, Chapter 5 (From Bricks to Bits)
- Congressional Research Service (2023). “China-Russia Relations.”  
<https://crsreports.congress.gov/product/pdf/IF/IF12100>
- Christine Huang, Laura Silver, and Laura Clancy (2024). “Americans Remain Critical of China.” *Pew Research Center*. Read the report, focus on “Americans remain critical of China” and sections 1 & 2.
- Avery Goldstein (2020). “US-China Rivalry in the twenty-first century: Déjà vu and Cold War II.” *China International Strategy Review* 2: 48-62.
- Diana Fu and Emile Dirks (2024). “The TikTok Debacle: Distinguishing between Foreign Influence and Interference.” *Brookings Institution Commentary*. <https://www.brookings.edu/articles/the-tiktok-debacle-distinguishing-between-foreign-influence-and-interference/>
- Zongyuan Zoe Liu (2024). “How China Trapped Itself in America’s Fentanyl Crisis.” *Foreign Policy* <https://foreignpolicy.com/2024/07/10/china-fentanyl-crisis-america-mexico-api-manufacture-banking/>
- Ana Swanson and Claire Fu (2024). “With Smugglers and Front Companies, China is Skirting American AI Bans.” *New York Times*.  
<https://www.nytimes.com/2024/08/04/technology/china-ai-microchips.html>
- Glenn Chafetz (2023). “How China’s Political System Discourages Innovation and Encourages IP Theft.” *SAIS Review of International Affairs*.

<https://saisreview.sais.jhu.edu/how-chinas-political-system-discourages-innovation-and-encourages-ip-theft/>

## Week 8: Re-Making and Reshaping the Rules-Based Order

Tuesday, October 15 & Thursday, October 17

- **Required Reading:**

- World According to China (2023). Chapter 4: The Dragon’s Bite
- World According to China (2023). Chapter 6: Rewriting the Rules of the Game
- Advantage China, Chapter 4 (The Belt and Road Initiative)
- Martin A. Weiss (2023). “Asian Infrastructure Investment Bank.” *Congressional Research Service, In Focus* (IF10154). <https://crsreports.congress.gov/product/pdf/IF/IF10154>
- US-China Economic and Security Commission (2020). “The Shanghai Cooperation Organization: A Testbed for Chinese Power Projection,” pp. 1-15 [https://www.uscc.gov/sites/default/files/2020-11/Shanghai\\_Cooperation\\_Organization-Testbed\\_for\\_Chinese\\_Power\\_Projection.pdf](https://www.uscc.gov/sites/default/files/2020-11/Shanghai_Cooperation_Organization-Testbed_for_Chinese_Power_Projection.pdf)
- Podcast: **Bonnie S. Glaser and Colleen Cottle** (2023). “BRICS in China’s Foreign Policy Agenda.” <https://www.gmfus.org/news/brics-chinas-foreign-policy-agenda>

## Week 9: The Taiwan Question: The Next Battleground

Tuesday, October 22 & Thursday, October 24

- **Required Reading:**

- Syaru Shirley Lin (2016). *Taiwan’s China Dilemma: Contested Identities and Multiple Interests in Taiwan’s Cross-Strait Economic Policy*. Stanford University Press. Read Introduction, pp. 1-17.
- Tao Wang (2024). “China’s Public Wants to Make a Living, Not War.” *Foreign Policy*. <https://foreignpolicy.com/2024/03/21/china-taiwan-public-opinion-war-economy-unification/>
- Brendan Rittenhouse & Caitlin Talmadge (2022). “Assessing the Military Implications of Chinese Control of Taiwan.” *International Security* 47(1): 7-45.
- Jieh-Min Wu (2016). “The China Factor in Taiwan.” *Handbook of Modern Taiwan Politics and Society*. London: Routledge, pp. 425-45.
- Chinese Embassy in DC (2022). White paper: The Taiwan Question and China’s Reunification in the New Era. Access PDF on Canvas.
- Visual Story: Kathrin Hill, Demetri Sevastopulo, and the Visual Storytelling Team (2024). “The battleground that could decide a US-China war over Taiwan.” *Financial Times*. <https://ig.ft.com/taiwan-battlegrounds/> (not pay-walled; read on FT.com web site)

## Week 10: Material Power Competition: China, US, and the Rest

Tuesday, October 29 & Thursday, October 31

- **Required Reading:**

- Advantage China, Chapter 5 (China's Relations with its Neighbors)
- Advantage China, Chapter 6 (China's Relations with the Rest of the Global South)
- Bonnie S. Glaser, Jessica Chen Weiss, and Thomas J. Christensen (2024). "Taiwan and the True Sources of Deterrence: Why America Must Reassure, not Just Threaten, China." *Foreign Affairs* 103(1): 88-100.
- Jean-Pierre Cabestan (2020). "China's military base in Djibouti: A Microcosm of China's Growing Competition with the United States and New Bipolarity." *Journal of Contemporary China* 29(125): 731-47.
- Alexander Martin (2023). "New Zealand intelligence report accuses China of cyber-enabled interference." Recorded Futures: <https://therecord.media/new-zealand-report-china-interference-cyber-intelligence>
- ABC News In-Depth (Australian Broadcasting Company): "Secret Chinese spying operations in Australia revealed." <https://www.youtube.com/watch?v=STq7LNwa3Gs> (47 minutes)
- Phelim Kine, Cristina Gallardo, and Joseph Gedeon (2023). "Why China's police state has a precinct near you." *Politico*, 19 April. <https://www.politico.com/news/2023/04/19/china-police-state-outposts-00092913>

## Week 11: Religion, Religious Freedom, and Terrorism in China

Tuesday, November 5 & Thursday, November 7

- **Required Reading:**

- Bruce Dickson (2021). *The Party and the People*. Read Chapter 6 ("Why does the Party fear religion?"), pp. 162-191.
- Lin Le (2016). "China's Perception of External Threats and Its Current Tibet Policy." *The China Journal* 76(1): 103-23
- Patsy Rahn (2010). "The Chemistry of a Conflict: The Chinese Government and the Falun Gong." *Terrorism and Political Violence* 14(4): 41-65
- Nicole Winfield (2024). "Vatican makes fresh overture to China, reaffirms that Catholic Church is no threat to sovereignty." *Associated Press*. <https://apnews.com/article/vatican-china-pope-beijing-e322c14ea9ceae11fd72e90b7bc73076>

- Nicholas Hune-Brown (2017). “The traditional Chinese dance troupe China doesn’t want you to see.” *The guardian*.  
<https://www.theguardian.com/news/2017/dec/12/shen-yun-falun-gong-traditional-chinese-dance-troupe-china-doesnt-want-you-to-see>

## Week 12: Tensions in the South China Sea

Tuesday, November 12 & Thursday, November 14

- **Required Reading:**

- Katherine Morton (2016). “China’s ambition in the South China Sea: Is a legitimate maritime order possible?” *International Affairs* 92(4): 909-40.
- S. Jayakumar et al. (2018). “The *South China Sea Arbitration*: laying the groundwork,” Edward Elgar: pp. 1-17.
- Bruce Dickson (2021). *Party and the People*. Read Chapter 7 (“How Nationalistic is China?”), pp. 192-225.
- Trystanto Sanjaya (2024). “Time for ASEAN to stand up in the South China Sea.” East Asia Forum: <https://eastasiaforum.org/2024/04/27/time-for-asean-to-stand-up-in-the-south-china-sea/>
- Sebastian Strangio (2024). “China and the Philippines Inch Closer to Conflict in the South China Sea.” *The Diplomat*.  
<https://thediplomat.com/2024/06/china-and-the-philippines-inch-closer-to-conflict-in-the-south-china-sea/>
- Jim Gomez (2024). “Philippines won’t invoke mutual defense treaty with US after Chinese confrontation at disputed shoal.” *Associated Press*.  
<https://apnews.com/article/south-china-sea-territorial-dispute-philippines-us-c7f22418e276d689c2dcacfed4d0a494>

## Week 13: Cybersecurity, Digital Authoritarianism, AI, & the Digital Frontier

Tuesday, November 19 & Thursday, November 21

- **Required Reading:**

- Minxin Pei (2024). “The Sentinel State: Surveillance and the Survival of Dictatorship in China.” Harvard University Press. Read Introduction, pp. 1-27.
- Jeremy L. Wallace (2014). “Juking the Stats? Authoritarian Information Problems in China.” *British Journal of Political Science* 46(1): 11-29.
- Guanying Li (2023). “Internet censorship in China,” in *Communications in Contemporary China*, pp. 11-26.  
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781003399124-2/internet-censorship-china-guanying-li>

- Reyhan Topal (2020). “An Empirical Assessment of China’s Counterterrorism Efforts and Securitization of Turkic Muslims.” *Studies in Conflict & Terrorism* 46(9): 1745-65.
- Adam Segal (2013). “The code not taken: China, the United States, and the future of cyber espionage.” *Bulletin of Atomic Scientists* 69(5): 38-45.
- Jonathan Yerushalmy (2024). “China Cyber-Attacks Explained: Who is Behind the Hacking Operation against the US and UK?” *The Guardian*. <https://www.theguardian.com/technology/2024/mar/26/china-cyber-attack-uk-us-explained-hack-apt-31>
- Sunny Cheung (2024). “The data arms race in China-US Technological Competition.” *The Diplomat*. <https://thediplomat.com/2024/05/the-data-arms-race-in-china-us-technological-competition/>

Week 14: China and Human Security Challenges – Demographic Pressures, Food Security, Climate, and Disease

November 26, 2024

We will not have in-person class on Tuesday. We will asynchronous class. Please use the time to complete the reading below and the take-home activity. The take home activity is due Tuesday, December 3 by the start of class.

• **Required Reading:**

- Kevin Dong, Mallie Prytherch, Lily McElwee, Patricia Kim, Jude Blanchette, and Ryan Hass (2024). “China Food Security: Key Challenges and Emerging Policy Responses.” Center for Strategic and International Studies. <https://www.csis.org/analysis/chinas-food-security-key-challenges-and-emerging-policy-responses>
- Zongyuan Zoe Liu (2023). “China increasingly relies on imported food. That’s a problem.” *Council on Foreign Relations*. <https://www.cfr.org/article/china-increasingly-relies-imported-food-thats-problem>
- Thomas Christensen (2020). “A modern tragedy? Covid-19 and US-China relations.” Brookings, pp. 1-7. [https://www.brookings.edu/wp-content/uploads/2020/05/FP\\_20200511\\_covid\\_us\\_china\\_christensen\\_v3.pdf](https://www.brookings.edu/wp-content/uploads/2020/05/FP_20200511_covid_us_china_christensen_v3.pdf)
- Congressional Research Service (2020). “Covid-19 and China: A Chronology of Events). See pp. 2-13. <https://crsreports.congress.gov/product/pdf/r/r46354>
- Andrew Kennedy (2015). “China and the Free-Rider Problem: Exploring the Case of Energy Security.” *Political Science Quarterly* 130(1): 27-50.
- Chaoling Feng (2015). “Embracing interdependence: the dynamics of China and the Middle East.” Brookings Doha Center Policy Brief. Read pp. 1-10.

<https://www.brookings.edu/wp-content/uploads/2016/06/en-embracing-interdependence-pdf.pdf>

- The Economist (2024). “Is China a climate saint or villain?”  
<https://www.economist.com/china/2024/03/12/is-china-a-climate-saint-or-villain>

**Thanksgiving Holiday (11/27-11/29)**

**Week 15: What Does the Future Hold?**

Tuesday, December 3 & Thursday, December 5

- Reading:
  - Advantage China, Chapter 7 (China and the West, Revisited)
  - World According to China, Chapter 7 (The China Reset)
  - Bruce Dickson (2021), *The Party and the People*, Read Chapter 8 (“Will China Become Democratic?”), pp. 226-254.

## Course Policies

### Academic Accommodations

If you are a student with a physical, learning, medical, and/or psychiatric disability and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, you are encouraged to contact the Miller Center for Student Disability Services at 529-1541 (V/TTY), located in the Shriver Center, Room 304.

If you work with SDS, please be sure that you complete your required actions each semester and then be sure you share that your accommodations with me once they are made available (SDS usually contacts/emails me, too). It is suggested that you come to office hours to discuss your accommodation.

### Academic Integrity

Miami University's Academic Integrity Policy is available here:

<https://miamioh.edu/undergraduate-education/academic-integrity/index.html>

Students are responsible for reading and familiarizing themselves with it.

Please note that all violations of academic integrity will be reported.

If you have doubts about your work, *you should contact me prior to submission of your work.*

### AI Policy (TL;DR – it is not permitted)

Faculty are encouraged to outline the extent to which they permit AI use in their courses. My take is that students would be better served doing their own thinking and writing rather than relying on automation to do the work (and thinking) for them.

Therefore, AI use is not permitted in the course. I will admit that it is nearly impossible for me to prove that you used an AI tool. Your use of it will likely result in a lower grade -- not because you used AI but because the quality of your submission is poor.

**Will you be reported to the Office of Academic Integrity for using AI? No.**

**Will you be reported to the Office of Academic Integrity for violating the university's policies on academic integrity? Yes.**

All students who have been reported for perceived AI use have been the result *falsification* (inventing sources/citations) and *misspecification* (citing a source and indicating that it applies to some facts in the AI-generated content but then the source you use say nothing about the AI-generated content). It isn't really about AI but the fact that you allowed AI to create the violations of university's policies on academic integrity.

Over the last few semesters, here is what I have observed about AI use:

**AI has particular linguistic patterns** -- these have been identified by scholars. A big clue that you've used AI is that I'm looking up words in the dictionary, especially words that are obscure or rarely used in the English language.

**AI tends to focus more on the structure of the output rather than the quality/consistency of the output.** What results is that you have generated some kind of output, that is something seemingly well-written structurally and stylistically but haven't said much of anything (or there are lots of contradictions) in your response. I've had students challenge their grade on submissions, assuming that AI is flawless and impeccable.

**AI responses tend to be superficial and fail to engage with a topic.** In some cases, the response lacks temporal continuity. For example, in a course last semester, I asked students to talk about an election in Taiwan whose President was inaugurated in June 2024. A submission that used AI drew on sources written 20 years prior to the election before some individuals had even finished high school and/or entered politics, which made no sense.

Most students who end up getting into trouble with the Office of Academic Integrity do so not because they had used generative AI tools but because the generative AI tools had invented sources and citations, often to the point of:

*creating fake URLs to web pages that don't exist*

*creating fake authors that do not exist*

*creating fake article titles* that sound good but can't be found in Google searches, academic databases, or the archives of the newspapers/magazines/journals that have been cited

*creating fake newspapers and sources*, often in other languages to obscure and/or make it difficult for the instructor to find them

If you submit a paper with falsified and/or mis-specified sources, I will report your submission to the Office of Academic Integrity. Fake sources will not be tolerated and will not help you in the 'real world' where the use of such false sources would likely have severe professional repercussions (there have been cases of lawyers being sanctioned and potentially disbarred for falsifying case law).

AI tools are terrible at citations, so you'll need to add them manually and properly anyway. What trips up students is that they find sources related to the topic and randomly throw them into the AI-generated text they've received. However, citing something from the output using a source that then doesn't address that output is not permissible. In other words, if your AI-generated content is about a particular Chinese leader but the source you



cite never mentions this leader once or refers to a different leader, and now you've committed academic dishonesty.

At the end of the day, I can't sit there and monitor *how* you do your work. If you choose to use AI (which I don't recommend), you will likely need to do significant editing that may likely mean more work than if you just did it on your own. Please be advised that if you use AI and you submit poor quality work, you are responsible for what you submit. Blaming the AI will not be grounds for a grade appeal, as it is not welcome in this course.

However, I recognize the attraction and potential of AI. AI is a tool like a screwdriver. The screwdriver doesn't tighten the screws or loosen them automatically; *you* must provide the kinetic energy/motive power to make the screw move using the tool. Simply having access to/owning a screwdriver does nothing if you don't apply the necessary energy to make it work. AI operates under the same logic. Sure, it might spit out some content that looks good, but does it say what you need it to say, or will it get you into trouble with the university? Be mindful of your choices and actions as you complete your work in this course and others.

### Attendance Policy

Attendance is a requirement in the course. Please use your best judgment when you are sick; it is advisable not to attend class when you have a communicable illness, such as the flu, a cold, COVID-19, strep, etc. Because these illnesses can crop up unexpectedly, I have tried to create a flexible absence policy. Late penalties will be waived when possible, however being ill does not absolve you of completing work in the course.

*Please note that the more you are absent from class, the less opportunities you will have to earn participation points from in-class activities.*

### Unexcused absences: 4

Each student receives **4 unexcused absences**. These will be applied automatically as the course progresses. *If you have an excused absence (see below), you can save your unexcused absences.* Please note that unexcused absences only excuse your attendance and TopHat in-class activities, but you are responsible for missed in-class graded activities, for which there will be several during the semester. There are sessions for which unexcused absences cannot be used.

### Excused absences:

I will **always excuse** absences for: **military service** and **religious holidays**.

I will **typically excuse** absences for: **illness/hospitalization** as long as you have a note, **mental health** (try to get a note), **bereavement** (just email me to let me know; no notes needed), **university-sanctioned events** (athletics, clubs, intramurals, etc. – you'll need documentation), and other situations as they arise on a case-by-case basis.

I will not excuse absences for **another professor’s office hours, study group sessions in other classes, supplementary classes in other department’s that take place during our class, job interviews, impromptu vacations, trips/travel unrelated to coursework/activities, oversleeping, Green Beer Day (not applicable to this semester), too much partying**, and things of that nature. Again, as an adult, you’re free to make the choice not to attend class; please keep in mind that after you exhaust your unexcused absences, your grade may be impacted.

Overall, I’m pretty flexible as long as students communicate. Please be aware that I cannot accommodate all absences, but I’ll try to work with you as much as possible. I need to maintain fairness and equity for the class, so I cannot promise to accommodate all issues that may arise (which is why there are unexcused absences).

*Note about COVID-19/Flu:*

If you think you have COVID-19 or the flu, please go and get tested. These two viruses are highly contagious, especially in enclosed spaces. Please follow university protocols and guidelines.

### Classroom Conduct

In any politics/political science course, there are bound to be differing viewpoints. Respect, courtesy, and professionalism are required at all times.

### Grading

A+: 97-100	B+: 87-89	C+: 77-79	D+: 67-69
A: 93-96	B: 83-86	C: 73-76	D: 63-66
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62
			F: 59 or lower

### Make-Up Opportunities

There are numerous in-class activities. I will excuse or provide make-up opportunities when absences are documented and/or justified. Participation in class is worth nearly half of your grade, so it is important to attend and participate.

### Mental Health Services Information

If you are a student who may be experiencing mental or emotional distress, you are encouraged to call Student Counseling Service (513-529-4634). For emergencies outside of business hours, the Community and Counseling and Crisis Center (844-427-4747) has a 24-hour hotline.

### Late Penalties

Journal entries are due every Sunday by 11:59 PM. If you are late submitting the entry, there will be a 10-point penalty, however the assignment will remain open for 7 days after the due

date if you wish to submit the assignment. After 7 days, assignment portal closes, and you will not be able to turn in late work. Please submit your work in a timely manner.

Quizzes are due Thursdays by the start of class (these are take-home quizzes). If you fail to complete a quiz by the due date, you will receive a zero. Make-up opportunities will be provided only for excused absences. Please keep track of your work.

Please note that extensions to deadlines must be requested before they can be granted.

## Title IX

Miami University faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. Miami University strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct.

You may contact the Deputy Title IX Coordinator at [titleix@miamoh.edu](mailto:titleix@miamoh.edu) or learn more by visiting <https://www.miamioh.edu/student-life/office-of-dean/support-services/title-ix/index.html>.

Please be aware that under Title IX of the Education Amendments of 1972, **I am required to disclose information about such misconduct to the Deputy Title IX Coordinator** (for sexual misconduct involving students) **and to the Title IX Coordinator** (for sexual misconduct involving faculty and staff). If you share information with me that falls under Title IX, I will not be able to keep this confidential and will report misconduct.

Coordinators will reach out to offer information on resources, rights, and procedural options after receiving a report.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Student Counseling Service at 513-529-4634 to schedule an appointment. For more information about reporting options and resources at Miami University and in the community, please visit <https://www.miamioh.edu/campus-safety/sexual-assault/resource-guide/index.html>.