

Pols 429: Issues in World Politics Syllabus

Course Information

Course Number:	POLS 429
Course Title:	Issues in World Politics
Section:	500
Class Size:	35
Date:	08/19/2024 - 12/10/2024
Time:	MWF 10:55-11:45
Location:	ALLN 1015
Credit Hours:	3
Office Hours:	9:30-10:30, Monday, Wednesday, or by appointments

Instructor Details

Instructor:	Qiang (Steven) Wu
Office:	ALLN 3101
E-Mail:	stevenqiangwu@tamu.edu

Course Description

Selected issues of importance in contemporary world politics. In this semester, the course focuses on the theme of the "United States, China, and the World Order."

Course Prerequisites

POLS 206 or approval of department head.

Course Learning Outcomes

- Acquire substantive knowledge on the course theme.
- Apply these theories into real world politics.
- Develop analytical skills to explore the great power competition and world order.
- Explore causal relations related to great power politics.
- Polish writing skills.

Textbook and/or Resource Materials

Textbook of the first half (e book available online in TAMU library):

China Questions 2 : Critical Insights into US-China Relations, edited by Maria Adele Carrai, et al., Harvard University Press, 2022. ProQuest Ebook Central,
<https://ebookcentral.proquest.com/lib/tamucs/detail.action?docID=7074337>.

(referred to as TCQ in this syllabus)

Forum on the United States, China, and the World Order

Starting from September, there will be "Forum on the United States, China, and the World Order," where scholars present their latest research to the class. By directly dialoguing with scholars, you can get to the forefront of research in the field, as well as asking questions about their work and research in general.

TAMU-POLS Student Journal on the United States, China, and the World Order

I will select four best paper in your final paper, and publish them in this journal.

Grading Policy

Attendance (10 pts)

Discussion Leadership (20 pts)

Each student will serve as a discussion leader for weekly readings twice in the semester. Each time covers half of the date's class materials. A discussion leader should present a short summary of the readings, bring discussion questions to the class, and moderate class discussions. The summary should include the research question, motivation, links to the literature, main argument and hypotheses, and if there is empirics, sample, methods, and findings. Please try to draw linkages among the readings for one week and across weeks. The presentation and discussion time for each student is about twenty minutes.

Since the role of discussion leadership could be divided into presentation and criticism, a student can also choose to partner with another student to work together, i.e., playing different roles on the same paper. This arrangement is coordinated by students, and should not decrease the two paper load for each student.

Since there are not enough slots for each student to do the discussion leadership twice, students who did one time of discussion leadership are required to do the question asking activity instead. They are expected to ask one question for each guest lecture (email to me 24 hours before the lecture), and their grade will be evaluated accordingly.

Paper Workshop (20 pts). The purpose of the workshop is to help students learn to communicate their ideas clearly, to critique others' work constructively, and to respond to criticisms effectively. The workshop is organized as an author-meets-critic forum. An author should make the case for, whereas a critic should challenge, the contribution and rigor of the work in terms of the appropriateness and significance of the research problem, linkages to existing knowledge, innovativeness and rigor of theory and empirics (where applicable), and broad implications for the research program, the IR subfield, the discipline, and human behaviors in general. For each paper, the author presents first, and then the critic presents. Each side's presentation should be no longer than 4 minutes. After presentation, each side gets 1 minute to respond to the other side, or open to the class.

The workshop will be held at the final two to three weeks. Each student is expected to play the role of author and critic once. Students sign up for the author and critic role on the Google Sheet which I will provide later.

Research Paper/Policy Essay (50 pts)

Guideline of the Research Paper (approximately 15 pages)

Research Question:

Related to our course contents.

Includes a causal claim.

Approximately 1 page

Literature Review:

State your research question, and then discuss it in the context of existing literature.

Approximately 3 pages.

Research Analysis:

Outline your theory with a clear statement of the argument you want to develop.

A hypothesis and discuss how and why you think that the independent variable might cause the dependent variable to vary.

For quantitative works, conduct a bivariate hypothesis test for statistical significance, then interpret that correctly.

For qualitative works, conduct case studies and process tracing

Approximately 7 pages

Conclusion and Final Draft:

A conclusion to sum up your findings.

Implications, short comings, and the way to move forward

Approximately 3 pages.

Attendance Policy

Attendance is expected to students and will be taken each class by the instructor. Students are allowed to miss 2 classes during the semester without penalty (excused absences not included). Any further absences will be counted, and the Attendance Score is calculated by this formula:

Number of Attended Classes / Number of whole classes

Late Work Policy

Late submissions passed the due (due date by 5pm) will be deducted the 10% of the entire grade (e.g. if the full grade is 100, the maximum grade after the due & before 12am the next day =90

the maximum grade after 1 day & before passing 2 days (12am)=80
the maximum grade after 2 days & before passing 3 days (12am)=70
the maximum grade after 3 days & before passing 4 days (12am)=60
Late submission after 4 days the due date will not be graded and earn 0% of the grade assigned.

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy ([Student Rule 7](#)).

Practical Note

1. Feel free to ask me questions for clarification, or for further discussion, anytime during the lecture.
2. Feel free to call me Steven or Professor Wu, whichever you like.
3. Name board: It would be helpful if you could use a paper to write your name on, and put it on the desk.
4. For those who do not think their selected paper/article is good for presenting, feel free to email me an updated one.

Course Schedule

The first half of the course introduces the history and context, building up a whole picture of the theme. while the second half digs deeper by reviewing academic paper and policy articles.

Week 1 (08/19, 08/21, 08/23/2024): Introduction to the Course and Historical Context

- Course overview and expectations
- Brief history of U.S.-China relations

Zhang B. Understanding changes in Sino-U.S. relations from a historical perspective. *China Int Strategy Rev.* 2020;2(1):1–13. doi: 10.1007/s42533-020-00048-6. Epub 2020 Aug 5. PMID: PMC7404072. www.ncbi.nlm.nih.gov/pmc/articles/PMC7404072/ (Suggested by Amber Pettit—prefer not to present)

Xuetong Yan, The Instability of China–US Relations, *The Chinese Journal of International Politics*, Volume 3, Issue 3, Autumn 2010, Pages 263–292, doi.org/10.1093/cjip/poq009 (suggested by Maarten Gaines)

- Overview of the TCQ book
TCQ Introduction Chapter pp 1-11
TCQ Introduction Chapter pp 11-18

Week 2 (08/26, 08/28, 08/30/2024): Context of the U.S.-China Relations

- TCQ Chapter 1 Section 1-2
- TCQ Chapter 1 Section 3-4
- TCQ Chapter 1 Section 5-6

Week 3 (09/02, 09/04, 09/06/2024): Global Order

- Labor Day, no class
- TCQ Chapter 2 Section 9-10
- At APSA, no class

Week 4 (09/09, 09/11, 09/13/2024): China in the World

- At APSA, no class
- TCQ Chapter 3 Section 11-13
- TCQ Chapter 3 Section 14-16

Research Question Due by 9/13 COB (11:59:59 pm)

Week 5 (09/16, 09/18, 09/20/2024): Security

- TCQ Chapter 4 Section 17-19
- TCQ Chapter 5 Section 20-22

- 09/20: Forum on the United States, China, and the World Order
Keynote Speaker: Carla P. Freeman (Senior Expert for the China Program at the United States Institute of Peace)
Title: China's Strengthened Emphasis on Security in its Foreign Policy, including its GSI.
Paper for Reference: Freeman, C.P., 2023. Xi's Global Campaign for Chinese Security. *Asian Perspective*, 47(2), pp.313-322.

Week 6 (09/23, 09/25, 09/27/2024): Economics

- TCQ Chapter 6 Section 26-28

- 09/25: Forum on the United States, China, and the World Order
Keynote Speaker: Jiwei Wu (Ph.D. Candidate, University of Macau)
Title: Economic Statecraft as a Contracting Institution: How the Belt and Road Initiative Shapes the Participation of Chinese Firms in Global Value Chains.

- TCQ Chapter 6 Section 29, 30, 33

Literature Review Due by 09/27 COB (11:59:59 pm)

End of TCQ, start of academic papers

Week 7 (09/30, 10/02, 10/04/2024): The U.S.-led Liberal International Order

- Liberal International Order: Liberal Internationalists and Realists' View

G. John Ikenberry, The end of liberal international order?, *International Affairs*, Volume 94, Issue 1, January 2018, Pages 7–23

John J. Mearsheimer; Bound to Fail: The Rise and Fall of the Liberal International Order. *International Security* 2019; 43 (4): 7–50. Pages 1-15

- Liberal International Order: Realists' View

John J. Mearsheimer; Bound to Fail: The Rise and Fall of the Liberal International Order. International Security 2019; 43 (4): 7–50. Pages 15-28

John J. Mearsheimer; Bound to Fail: The Rise and Fall of the Liberal International Order. International Security 2019; 43 (4): 7–50. Pages 28-44

- Liberal International Order: Challenges

Lake DA, Martin LL, Risse T. Challenges to the Liberal Order: Reflections on International Organization. International Organization. 2021;75(2):225-257. Page 225-236

Lake DA, Martin LL, Risse T. Challenges to the Liberal Order: Reflections on International Organization. International Organization. 2021;75(2):225-257. Page 236-252

Week 8 (10/07, 10/09, 10/11/2024): Challenger -- Chinese Impact on the World Order

- 10/7 Fall Break
- China's International Development Finance

Matthew D Stephen, David Skidmore, The AIIB in the Liberal International Order, *The Chinese Journal of International Politics*, Volume 12, Issue 1, Spring 2019, Page 1-14

Matthew D Stephen, David Skidmore, The AIIB in the Liberal International Order, *The Chinese Journal of International Politics*, Volume 12, Issue 1, Spring 2019, Page 14-32

- Rudiment of China's Alternative Order (SCO, BRICS)

Kirton, J. and Larionova, M., 2022. Contagious convergent cumulative cooperation: the dynamic development of the G20, BRICS and SCO. *International Politics*, Page 1-16

Kirton, J. and Larionova, M., 2022. Contagious convergent cumulative cooperation: the dynamic development of the G20, BRICS and SCO. *International Politics*, Page 16-29

Week 9 (10/14, 10/16, 10/18/2024): Domestic Influences on the U.S. – China Relations

- U.S. Strategy to China

Trump's White House, United States Strategic Approach to the People's Republic of China. Available at: <https://trumpwhitehouse.archives.gov/wp-content/uploads/2020/05/U.S.-Strategic-Approach-to-The-Peoples-Republic-of-China-Report-5.24v1.pdf> (suggested by McKinsey Bosman)

ANTHONY J. BLINKEN, SECRETARY OF STATE, *The Administration's Approach to the People's Republic of China.* <https://www.state.gov/the-administrations-approach-to-the-peoples-republic-of-china/>

- Legislators' Role in the U.S. – China relations

XIE, T. Congress and China Policy: an analysis of China bills. *Journal of Contemporary China*. Page 1-12

XIE, T. Congress and China Policy: an analysis of China bills. *Journal of Contemporary China*. Page 12-26

- Media's Role in the U.S. – China relations

Wang, X., & Shoemaker, P. J. (2011). What shapes Americans' opinion of China? Country characteristics, public relations and mass media. *Chinese Journal of Communication*, 4(1), 1–20.

Songying Fang, Xiaojun Li, Adam Y Liu, Chinese Public Opinion about US–China Relations from Trump to Biden, *The Chinese Journal of International Politics*, Volume 15, Issue 1, Spring 2022, Pages 27–46,

Research Analysis Due by 10/18 COB (11:59:59 pm)

Week 10 (10/21, 10/23, 10/25/2024): Third-Party Countries

- Japan and South Korea

Stokes, Bruce. 2016. "Hostile Neighbors: China vs. Japan View each other as arrogant, violent; disagree on WWII legacy." The Pew Research Center.

www.pewresearch.org/global/2016/09/13/hostile-neighbors-china-vs-japan/ (suggested by Emmanuelle (Emma) Ko)

Sohn, Y. (2019). South Korea under the United States–China rivalry: dynamics of the economic-security nexus in trade policymaking. *The Pacific Review*, 32(6), 1019–1040.

- 10/23: Forum on the United States, China, and the World Order

Keynote Speaker: Timothy Cichanowicz (Ph.D. Candidate, University of Kansas)

Title: Friend-Shoring without Decoupling: How Japanese Multinational Corporations Adapt to Political Risk in China

- European Union and Latin America

Mykhalskiy, I., Balatska, O., Nefodov, D., Altukhov, O., & Plevako, K. (2023). The influence of U.S.-China relations on the current geopolitical situation. *Amazonia Investiga*, 12(68), 372-381.

doi.org/10.34069/AI/2023.68.08.34 (suggested by Maddison Conly)

Paz GS. China, United States and Hegemonic Challenge in Latin America: An Overview and Some Lessons from Previous Instances of Hegemonic Challenge in the Region. *The China Quarterly*. 2012;209:18-34. doi:10.1017/S0305741011001469

Week 11 (10/28, 10/30, 11/01/2024): Hot Topics

- Trade War

“Friendshoring the Lithium-Ion Battery Supply Chain: Final Assembly and End Uses.” CSIS. www.csis.org/analy...d-uses (August 10, 2024) (Suggested by Grace Horn)

Steinbock, Dan. 2018. "U.S.-China Trade War and Its Global Impacts." *China Quarterly of International Strategic Studies* 04: 515-42. Page 515-528

- Economic Espionage / Cyber Security / Intelligence

Mdimu Rugina, Juma. 2023. *Economic cyber espionage: The US-china dilemma*. dergipark.org.tr/en/download/article-file/3633972 (August 8, 2024) (Suggested by Avery Finney)
Reinsch, William Alan, Meredith Broadbent, Thibault Denamiel, and Elias Shammas. 2024.

Hunter, L. Y., Albert, C. D., Henningan, C., & Rutland, J. (2023). The military application of artificial intelligence technology in the United States, China, and Russia and the implications for global security. *Defense & Security Analysis*, 39(2), 207–232. Page 207-223

- 11/01: Forum on the United States, China, and the World Order

Keynote Speaker: Maël van BEEK (Postdoctoral Research Associate, Princeton University)
Title: The Trilemma of Hegemonic Order Competition

Week 12 (11/04, 11/06/2024): Flashpoints

- Taiwan issue and One-China policy

Tucker, N. B., & Glaser, B. (2011). Should the United States Abandon Taiwan? *The Washington Quarterly*, 34(4), 23–37. <https://doi-org.srv-proxy1.library.tamu.edu/10.1080/0163660X.2011.609128>

Chen Y-J. “One China” Contention in China–Taiwan Relations: Law, Politics and Identity. *The China Quarterly*. 2022;252:1025-1044. doi:10.1017/S0305741022001333

- South China Sea disputes and Military Exercises

Andrew Scobell, The South China Sea and U.S.-China Rivalry, *Political Science Quarterly*, Volume 133, Issue 2, Summer 2018, Pages 199–224 Page 1-15

Andrew Scobell, The South China Sea and U.S.-China Rivalry, *Political Science Quarterly*, Volume 133, Issue 2, Summer 2018, Pages 199–224 Page 15-27

Conclusion and Final Paper Draft Due by 11/08 COB (11:59:59 pm)

11/8 Start of Paper Workshop

Week 13 (11/11, 11/13/2024): Paper Workshop

- 11/15: Forum on the United States, China, and the World Order
Keynote Speaker: Matthew J. Conklin (Ph.D. Candidate, University of Chicago)
Title: Perception, Misperception, and Crisis De-escalation: Cross-National Experiments in China and the United States

Week 14 (11/18, 11/20, 11/22/2024): Paper Workshop

Week 15 (11/25/2024): Paper Workshop

Considering the Thanksgiving holidays, I plan to have classes up to November 25th Monday, after that, the only class on December 2nd will be an online Zoom Q&A session.

Final Paper Due by 12/06 COB (11:59:59 pm)

University Policies

This section outlines the university level policies that must be included in each course syllabus. The TAMU Faculty Senate established the wording of these policies.

NOTE: Faculty members should not change the written statements. A faculty member may add separate paragraphs if additional information is needed.

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

Texas A&M at College Station

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Texas A&M at College Station

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns related to mental and/or physical health in a confidential setting are encouraged to make an appointment with [University Health Services](#) or download the [TELUS Health Student Support app](#) for 24/7 access to professional counseling in multiple languages. Walk-in services for urgent, non-emergency needs are available during normal business hours at University Health Services locations; call 979.458.4584 for details.

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#). Students needing a listening ear can call the Texas A&M Helpline (979.845.2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends for mental health peer support while classes are in session. The [TELUS Health Student Support app](#) provides access to professional counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or [988lifeline.org](#).

Students needing a listening ear can contact University Health Services (979.458.4584) or call the Texas A&M Helpline (979.845.2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends while classes are in session. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at [988lifeline.org](#).