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Course Information

Course Number: INTA 606

Course Title: International Politics in Theory and Practice

Section: TBD

Time: Thursday, 6:30pm – 8:55pm

Location: Room 2

Credit Hours: 3 credit hours

Instructor Details

Instructor: Professor Yuval Weber

Office: TBD

Phone: TBD

E-Mail: weber@tamu.edu

Office Hours: Virtual or in-person by appointment

Course Description

This introductory course to the study of International Relations provides students with the basic concepts and theories to understand contemporary international politics and specific issue areas of concern to the United States.

The first major goal of the course is to introduce students to the critical questions that shape International Relations, the discipline: Why and when do states go to war, and under what conditions do they prefer to interact peacefully? Under what conditions do leaders take into account the preferences of specific groups or the general public when policy decisions? What is the role of international organizations such as the United Nations and NATO in altering national interests and state action? Are there benefits to trade wars and how does a state “win” one? For these and other questions, we use historical and contemporary examples to illustrate theories and concepts, and to identify the relevant political actors, their preferences, and the domestic and international institutions that shape how they seek to cause or shape their preferred outcomes for the benefit of themselves, their political supporters, and their states.

The second major goal of the course is to understand the shape and practice of international politics and the common, albeit often unstated, assumptions and theories that guide the behavior of states and their leaders. This more general study of international politics will help students analyze the strategic choices leaders face when confronted not only by specific crises, but also over abstract issues such as “the rise of China,” “Russian aggression,” “American leadership”, and “global action”. Neither states nor leaders exist in vacuums and this course will help students assess how real leaders, American and foreign, evaluate costs and benefits to pressing foreign policy actions and strategies.

By the end of this course, you will have a better understanding of international relations the phenomenon and International Relations the discipline. Most importantly, you will be able to tell the difference and be able to use theory to guide inquiry and inquiry to guide understanding.

Course Learning Outcomes

- Demonstrate a working knowledge of major schools of thought and several subfields of the International Relations discipline.
- Critically analyze contemporary and historical international events and issues.
- Apply theories of international relations to policy decisions by historical and contemporary state leaders.
- Demonstrate effective written and oral communication skills.

Textbook and/or Resource Materials

One book is required for all students:

- Drezner, Daniel W. *Theories of International Politics and Zombies: Revived Edition*. Princeton University Press, 2014.

One book is optional, but highly, highly recommended

- Frieden, Jeffrey, David A. Lake, Kenneth A. Schultz. *World Politics: Interests, Institutions, and Interactions (Fourth Edition)*. W.W. Norton, 2018. (Third Edition published in 2014 is fine with the illustrative examples being the only salient differences.)

Other articles and chapters assigned will be accessed electronically through the course website. A number of items will be downloaded from the Internet using links indicated in the outline by topic.

Coursework and Grading

Grades are based on pre-class writing assignments (30%), in-class participation (10% comprised of 5% in-class assignments and 5% engaged participation in discussion), policy brief (30% comprised of 15% written brief and 15% oral presentation), and final critical review essay (30%).

- **Pre-class writing assignment (30%)**

Prior to each class meeting—except for two for the response papers outlined below—each student will answer 1-2 questions with each answer being no shorter than 100 words and no longer than 250 words. These questions will be disseminated by email or course website and can take several forms: they may be provocative questions for students to grapple with the theoretical or policy issues for that week, or they may be asked to take positions and argue for or against a particular notion, or they may be asked to speculate on the contemporary or future significance of a reading. Sufficient answers answer the question through assertion of opinion; good answers additionally provide a thesis to justify the answer; great answers additionally provide evidence to support the thesis.

For our Thursday evening class, the questions will be posted no later than 48 hours ahead of time on Tuesday evening. The deadline for the responses will be one day later, on Wednesday at 6:30pm.

- **In-class participation (10%: 5% for in-class assignments and 5% for engaged participation in discussion)**

During each of the class meetings, we will have group and individual exercises and quizzes through a variety of modalities. Some of those exercises and quizzes will be graded for correctness and others for successfully completing them.

During each of the class meetings, the bulk of the time together will be in discussion. If you have done the reading and are ready to discuss, that is clearly obvious to me, your colleagues, and yourself, and will be evaluated according to Department and University rubrics. If you have done the reading but are not ready to discuss, there will be other opportunities to participate but you will have limited the discussion. If you have not done the reading and are not ready to discuss, that is also clearly obvious to me, your colleagues, and yourself.

- **Response Papers (30%)**

Over the course of the semester, each student will prepare two response papers (15% each) of no less than 1000 words and no more than 1500 words on that week's readings and topic in lieu of the shorter pre-class writing assignment. It is the responsibility of the student to notify the instructor when he or she is planning to write a response paper and to confirm the topic of the response paper with the instructor. Wide latitude will be given so this is an opportunity for the student to pursue any topic of personal interest.

- **Policy brief (30%: 15% for two-sided written brief, 7.5% each, and 15% for two-sided oral presentation, 7.5% each)**

Beginning in early February, student will begin tracking one country and one issue of interest to the United States (for instance, "Russia" and "nuclear arms treaties") through online databases and news sources.

For the written portion of the assignment, students will prepare two dueling policy briefs with each brief no less than 1,000 words and no more than 1,500 words. One will be addressed to an American policy principal that defines the issue, the U.S. interest, policy options and trade-offs, and the interests and likely responses of the interlocutor state. *The second will be addressed to the corresponding policy principal of the other state and will conduct the same analysis holding the United States as the interlocutor state.* For the oral portion of the assignment, the student will present both policy briefs to show competing perspectives of a single issue.

Take both sides seriously! (Hat tip to Paul Musgrave of University of Massachusetts-Amherst for inspiring this assignment)

Late Work Policy

- Pre-class assignments are considered late after 12:00pm on the day of the class meeting but will be accepted for half credit. Pre-class assignments will not be accepted after the beginning of class.
- In-class assignments are not eligible to make up. Excused absences on class days will obviate the requirement on that class day.

- Written products will be penalized one letter grade per day following deadlines.

Revised Course Schedule

Please note that all readings subject to change but will be communicated to you as quickly as possible.

Week 01 | Thursday, September 2, 2021 | No Class

No assigned reading but (virtual) office hours this week are mandatory. We will discuss your research and policy interests and identify potential topics for your policy brief and final paper/critical essay.

Learning objectives: N/A

Week 02 | Thursday, September 9, 2021 | Course Introduction

What Is This Course About? How Does Theory Change Our Understanding of History? Where Does IR Come from And Where Might It Head?

- Buzan, Barry, and George Lawson. "The global transformation: The nineteenth century and the making of modern international relations." *International Studies Quarterly* 57, no. 3 (2013): 620-634. *Skim this...*
- Buzan, Barry, and George Lawson. "Rethinking benchmark dates in international relations." *European Journal of International Relations* 20, no. 2 (2014): 437-462. *...and this*
- Zvobgo, Kelebogile and Meredith Loken, "Why Race Matters in International Relations," *Foreign Policy*, June 19, 2020. <https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/>

Optional:

- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2018 [2015]. *World Politics: Interests, Interactions, and Institutions (Fourth [or Third] Edition)*. New York: Norton, Ch. 1.

Learning objectives: By the end of this session, students will be able to explain the origins and attributes of the modern era of the international system, summarize the key events of international politics, and evaluate the central developments and challenges to international politics prior to and during the contemporary era.

Week 03 | Thursday, September 16, 2021 | Paradigms of International Relations Theory

What is the World Made of and How Does it All Hang Together? Actors, Interests, Interactions, Institutions, the State, and the International Order

- Drezner, Daniel W. *Theories of International Politics and Zombies: Revived Edition*. Princeton University Press, 2014.

- Musgrave, Paul. "Out of the World Politics." <https://musgrave.substack.com/p/out-of-the-world-politics>, 2021.
- Olson, Mancur. Power and prosperity: Outgrowing communist and capitalist dictatorships: Basic books, 2000. Ch. 1-2, pp. 1-43.
- Tilly, Charles. "War making and state making as organized crime." Violence: A reader (1985).
- Ikenberry, G. John. *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars, New Edition*. Princeton University Press, 2019. Preface to the New Edition, Preface to the Old Edition, Chapters 1-2.

Optional:

- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2018 [2015]. *World Politics: Interests, Interactions, and Institutions (Fourth [or Third] Edition)*. New York: Norton, Ch. 2.
- Lake, David A. "Escape from the state of nature: Authority and hierarchy in world politics." *International Security* 32.1 (2007): 47-79.

Learning objectives: By the end of this session, students will be able to explain the conceptual building blocks of IR theory: what the state is and the varying explanations of how humans form themselves in political communities; how political actors are constituted; what shapes the interactions of state and nonstate actors; the international order as an idea and shaper of state strategy; and how institutions emerge and shape human and state behavior.

Week 04 | Thursday, September 23, 2021 | Where Does War Come From?

Structural Explanations of Conflict: Where Does War Come From?

- Mearsheimer, John J. *The Tragedy of Great Power Politics*. WW Norton & Company, 2001. Chapter 9.
- Glaser, Charles L. "The Security Dilemma Revisited." *World politics* 50, no. 1 (1997): 171-201.
- Mazarr, Michael J. "Understanding Deterrence." RAND, 2018. <https://www.jstor.org/stable/pdf/resrep19896.pdf>
- Mazarr, Michael J. "What Deters and Why: The State of Deterrence in Korea and the Taiwan Strait." RAND, 2021. *Skip Chapters 2 and 4, skim the Appendix*. https://www.rand.org/content/dam/rand/pubs/research_reports/RR3100/RR3144/RAND_RR3144.pdf
- Mazarr, Michael J. and Patrick Porter. "Countering China's Adventurism Over Taiwan: A Third Way." Lowy Institute, 2021. <https://www.lowyinstitute.org/sites/default/files/PORTER%20MAZARR%20Taiwan%20Third%20Way%20COMPLETE%20PDF%20V1.pdf>

Optional:

- Christensen, Thomas J. "China, the US-Japan alliance, and the security dilemma in East Asia." *International Security* 23, no. 4 (1999): 49-80.
- Christensen, Thomas J. "The contemporary security dilemma: Deterring a Taiwan conflict." *Washington Quarterly* 25, no. 4 (2002): 5-21.
- Jervis, Robert. "Cooperation under the security dilemma." *World politics* 30, no. 2 (1978): 167-214.
- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2018. *World Politics: Interests,*

Interactions, and Institutions (Fourth Edition Edition). New York: Norton, Ch. 3.

Learning objectives: By the end of this session, students will be able to explain where war and peace both come from. This will include the various sources of war: structural, psychological, and rational. Students will then apply the theoretical material to evaluate a potential conflict between the United States and China over the Taiwan Strait: what are the stakes of the conflict; how do policymakers evaluate the costs of war against the benefits of potential victory and loss; and how do policymakers evaluate the costs and benefits of action versus inaction.

Week 05 | Thursday, September 30, 2021 | Is War a Structural or Domestic Decision?

What are Non-Structural Explanations for War?

- Putnam, Robert D. "Diplomacy and domestic politics: the logic of two-level games." *International organization* 42, no. 3 (1988): 427-460.
- De Mesquita, Bruce Bueno, and Alastair Smith. 2011. *The dictator's handbook: why bad behavior is almost always good politics*. New York: PublicAffairs, Introduction and Chapter 1.
- Kaufmann, Chaim. "Threat inflation and the failure of the marketplace of ideas: The selling of the Iraq war." *International Security* 29, no. 1 (2004): 5-48.

Optional:

- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2018. *World Politics: Interests, Interactions, and Institutions (Fourth Edition)*. New York: Norton, Ch. 4.
- De Mesquita, Bruce Bueno, Alastair Smith, James D. Morrow, and Randolph M. Siverson. *The logic of political survival*. MIT press, 2005. Ch.1.
- Weeks, Jessica L. "Autocratic audience costs: Regime type and signaling resolve." *International Organization* 62, no. 1 (2008): 35-64.
- Marc Trachtenberg, "Audience Costs: An Historical Analysis," *Security Studies*, Vol. 21, No. 1 (2012), pp. 3-42.

Learning objectives: By the end of this session, students will be able to evaluate the domestic sources and consequences of conflict. This will include understanding the inequality of stakeholders within political coalitions; the difficulties and opportunities in negotiating group, domestic, and international politics simultaneously; the interaction between policymakers and the public; and expert sources of interest group pressure. The students will then apply these concepts and theories to a case study from recent U.S. history.

Week 06 | October 7, 2021 | Sovereignty and the International Order

- Charles P. Kindleberger, "Dominance and Leadership in the International Economy," *International Studies Quarterly*, Vol. 25, No. 2 (1981), pp. 242-254.
- Patrick Porter, "A World Imagined: Nostalgia and Liberal Order", CATO Institute, Policy Paper No. 843, June 5, 2018.
- Krasner, Stephen D. *Sovereignty: Organized Hypocrisy*. Princeton University Press, 1999. Selection TBD.

- Lake, David A. "Anarchy, hierarchy, and the variety of international relations." *International organization* 50, no. 1 (1996): 1-33.
- Kang, David. "Hierarchy and stability in Asian international relations." *International relations theory and the Asia-Pacific*, (2003): 163-189.
- Doshi, Rush. *The Long Game: China's Grand Strategy to Displace American Order*. Oxford University Press, 2021. Selection TBD.

Optional:

- Phillips, Andrew. "Contesting the Confucian peace: Civilization, barbarism and international hierarchy in East Asia." *European Journal of International Relations* 24, no. 4 (2018): 740-764.

Week 07 | October 13, 2021 | How Do International Institutions Shape International Politics?

- Mearsheimer, John J. "The False Promise of International Institutions." *International Security* 19, no. 3 (1994): 5-49.
- Finnemore, Martha, and Kathryn Sikkink. "International Norm Dynamics and Political Change." *International organization* 52, no. 4 (1998): 887-917.
- Farrell, Henry and Abraham Newman. "[Weaponized Interdependence: How Global Economic Networks Shape State Coercion](#)." *International Security* 44, no. 1 (2019): 42-79.
- Bolton, John R. "Should We Take Global Governance Seriously?" *Chi. J. Int'l. L.* 1 (2000): 205.
- Qingjiang, Kong. "Beyond the Love–Hate Approach?: International Law and International Institutions and the Rising China." *China: An International Journal* 15, no. 1 (2017): 41-62.

Optional:

- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2018. *World Politics: Interests, Interactions, and Institutions (Fourth Edition)*. New York: Norton, Ch. 4.
- Ruggie, John Gerard. "International regimes, transactions, and change: embedded liberalism in the postwar economic order." *International organization* 36, no. 2 (1982): 379-415.
- Mousseau, Michael. "The end of war: How a robust marketplace and liberal hegemony are leading to perpetual world peace." *International Security* 44, no. 1 (2019): 160-196.
- Tallberg, Jonas, and Michael Zürn. "The Legitimacy and Legitimation of International Organizations: Introduction and Framework." *Review of International Organizations* 14 (2019): 581–606.
- Fazal, Tanisha M., and Paul Poast. "War Is Not Over." *Foreign Aff.* 98 (2019): 74. <https://www.foreignaffairs.com/articles/2019-10-15/war-not-over>
- Autesserre, Séverine. "The Crisis of peacekeeping: Why the UN can't end wars." *Foreign Aff.* 98 (2019): 101. <https://www.foreignaffairs.com/articles/2018-12-11/crisis-peacekeeping>
- Howard, Lise Morjé. "Five Myths About Peacekeeping," *The Washington Post*, July 12, 2019. https://www.washingtonpost.com/outlook/five-myths/five-myths-about-peacekeeping/2019/07/12/fc1409f2-a355-11e9-bd56-eac6bb02d01d_story.html

Learning objectives: By the end of this session, students will be able to evaluate how and when international institutions impede or permit a state to use conflict to achieve political aims. Students will evaluate the differences between international institutions as organizations meant to aggregate preferences of stakeholders or serve as a forum to exchange views, versus institutions as

intellectual or ideological ways of viewing appropriateness or inappropriateness of policy actions. The students will then apply these concepts and theories to assessing the “international liberal order” as an intellectual and ideological construct shaping U.S. policy actions versus the policy tools that comprise the international liberal order.

Week 08 | October 20, 2021 | Will Change the Nature of War?

How does Technology Change War?

Readings on WMD, Terrorism, and Next Generation Warfare (AI, Robotics/UAV, Big Data) TBD.

Learning objectives: By the end of the session, students will be able to evaluate the differences between quantitative and qualitative change in military technology and the subsequent implications for interstate conflict and peace.

Week 09 | October 27, 2021 | Great Power Competition: Good, Bad or Made-Up?

- Boroff, Alexander. “What is Great-Power Competition, Anyway?” *Modern War Institute*. April 17, 2020. <https://mwi.usma.edu/great-power-competition-anyway/>.
- Friedman, Uri. “The New Concept Everyone in Washington Is Talking About.” *The Atlantic*. August 6, 2019. <https://www.theatlantic.com/politics/archive/2019/08/what-genesis-great-power-competition/595405/>
- Colby, Elbridge A., and A. Wess Mitchell. “The Age of Great-Power Competition: How the Trump Administration Refashioned American Strategy.” *Foreign Aff.* 99 (2020): 118.
- Nexon, Daniel. “Against Great Power Competition: The U.S. Should Not Confuse Means for Ends.” *Foreign Affairs*, February 15, 2021.
- Korolev, Alexander. “Systemic balancing and regional hedging: China–Russia relations.” *The Chinese Journal of International Politics* 9, no. 4 (2016): 375-397.

Learning objectives: By the end of the session, students will be able to define great power competition as a stand-alone concept and to distinguish between differing national perceptions from the leading powers of the system. Students will also be able to define the “liberal international order” as a stand-alone concept and to evaluate differing strategic perceptions of its use and utility.

Week 10 | November 4, 2021 | The International Economy

- Irwin, Douglas A. “The Truth About Trade.” *Foreign Affairs* 95, no. 4 (2016): 23.
- Frieden, Jeff. “Sectoral conflict and foreign economic policy, 1914–1940.” *International Organization* 42, no. 1 (1988): 59-90.
- Bowen, Chad, and Melina Kolb. “Trump’s Trade War Timeline: An Up-to-Date Guide.” *Peterson Institute for International Economics*. February 8, 2021. <https://www.piie.com/sites/default/files/documents/trump-trade-war-timeline.pdf>

Optional:

- Rogowski, Ronald. “Political cleavages and changing exposure to trade.” *American Political Science Review* 81, no. 4 (1987): 1121-1137.

- Rho, Sungmin, and Michael Tomz. "Why Don't Trade Preferences Reflect Economic Self-Interest?." *International Organization* 71, no. S1 (2017): S85-S108.
- Frieden, Jeffrey A. David A. Lake, and Kenneth A. Schultz. 2019. *World Politics: Interests, Interactions, and Institutions (Fourth Edition)*. New York: Norton, Ch. 7, 10.

Learning objectives: By the end of the session, students will be able to explain the basic interactions of international trade and to evaluate the differing partisan and regional attitudes to trade within the United States.

Week 11 | November 11, 2021 | USA: A Status Quo Power or Status Quo Revisionist?

Which Way Are We Going?

- Morgenthau, Hans. 1950. "The Mainsprings of American Foreign Policy: The National Interest vs. Moral Abstractions." *American Political Science Review* 44 (4): 833-854.
- Steele, Ronald. 1994. "The Lure of Detachment." *World Policy Journal* 11 (Fall): 61- 69
- Posen, Barry R., and Andrew L. Ross. "Competing visions for US grand strategy." *International Security* 21, no. 3 (1997): 5-53.
- Beckley, Michael. "China's century? Why America's edge will endure." *International Security* 36, no. 3 (2012): 41-78.
- Cooley, Alexander, and Daniel H. Nexon. "How Hegemony Ends." *Foreign Aff.* 99 (2020): 143.
- Thomas Wright, "The Folly of Retrenchment: Why America Can't Withdraw From the World", *Foreign Affairs* (March-April 2020), pp. 10-18.

Learning objectives: By the end of the session, students will be able to define the United States as a hegemonic power and to evaluate its historical and future power trajectory.

Week 12 | November 18, 2021 | Russia: The Unsatiated Adversary?

Why Are the Russians So Angry and What's Their Endgame?

- Ministry of Foreign Affairs of the Russian Federation, Foreign Policy Concept, 2021.
- Korolev, Alexander. "Systemic balancing and regional hedging: China–Russia relations." *The Chinese Journal of International Politics* 9, no. 4 (2016): 375-397.
- Gottemoeller, Rose, Thomas Graham, et al., "It's Time to Rethink Our Russia Policy," *Politico*, August 5, 2020. <https://www.politico.com/news/magazine/2020/08/05/open-letter-russia-policy-391434>
- Kramer, David. "No, Now Is Not the Time For Another Russia Reset," *Politico*, August 11, 2020. <https://www.politico.com/news/magazine/2020/08/11/russia-reset-response-open-letter-393176>
- *Additional readings TBD*

Learning objectives: By the end of the session, students will be able to explain and evaluate Russia's sources of dissatisfaction with the international order alongside official Washington's (in)ability to assess Russian conduct and policy.

Week 13 | November 25, 2021 | NO CLASS – THANKSGIVING HOLIDAY

Week 14 | December 2, 2021 | China: Partner or Rival?

China: Partner for a G2 World or Rival for the Next Cold War?

- “China’s National Defense in the New Era”
<http://www.chinadaily.com.cn/specials/whitepaperonnationaldefenseinnewera.pdf>
- Dennis Blasko, “Steady as She Goes: China’s New Defense White Paper,” *War on the Rocks*, August 12, 2019. <https://warontherocks.com/2019/08/steady-as-she-goes-chinas-new-defense-white-paper/>
- Andrew J. Nathan and Andrew Scobell, “How China Sees America: The Sum of Beijing’s Fears”, *Foreign Affairs*, 91:5 (September/October 2012), pp. 32-47.
- Alexander Gray and Peter Navarro, “Donald Trump’s Peace Through Strength Vision for the Asia-Pacific”, *Foreign Policy*, November 7, 2016.
- Oriana Skylar Mastro, “The Stealth Superpower: How China Hid Its Global Ambitions”, *Foreign Affairs* (January-February 2019), pp. 31-39.
- Mitter, Rana. “The World China Wants: How Power Will-and Won't-Reshape Chinese Ambitions.” *Foreign Aff.* 100 (2021): 161.
- Correspondent, Special. “The Resistible Rise of Xi Jinping.” *Foreign Policy* (2017).
- Yasuhiro Izumikawa, “Network Connections and the Emergence of the Hub-and-Spokes Alliance System in East Asia”, *International Security* 45:2 (Fall 2020), pp. 7-50.

Learning objectives: By the end of the session, students will be able to explain and evaluate China’s uneasy balancing between dissatisfaction with American dominance of its East Asian regional order alongside enjoying the benefits of the U.S.-led international order.

Week 15 | TUESDAY, DECEMBER 7, 2021 | Policy Brief Presentations and Course Wrap-Up

Policy briefs due 24 hours before class. Class time reserved for presentations.

University Policies

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](#)).

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

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, you 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 in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

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 that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

COVID-19 Temporary Amendment to Minimum Syllabus Requirements

The Faculty Senate temporarily added the following statements to the minimum syllabus requirements in Fall 2020 as part of the university's COVID-19 response.

Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings—[Face coverings](#) (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions \(FAQ\)](#) available on the [Provost website](#).
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

Personal Illness and Quarantine

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See [Student Rule 7, Section 7.2.2.](#)) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7.

Makeup Work Policy

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines. The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. 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](#)). Please also note that "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; failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.
(See [Student Rule 24.](#))

- Participation in an activity that is required for a class and appears on the university authorized activity list at <https://studentactivities.tamu.edu/app/sponsauth/index>
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day. NOTE: Prior notification is NOT required.
- Injury or illness that is too severe or contagious for the student to attend class.
 - Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
 - Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:

- (i.) Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu> or
 - (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
- Required participation in military duties.
 - Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
 - Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.
 - On rare occasions, the instructor might have to miss a class due to administrative or academic responsibilities out of town. This will be exceedingly rare, but if it does occur, the instructor reserves the right to reschedule class at a time when the vast majority of students are available for the make-up class and will convey the material to students unable to attend the make-up during office hours. The instructor may also schedule a virtual class at the same time as the regular class meeting time as an alternative to rescheduling the class meeting.