INTA 3131/6131 Pacific Security Issues, Spring 2024

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students’ broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

Tuesdays and Thursdays, 3:30 p.m. – 4:45 p.m.
Room: Habersham G-17

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Course Description

This course aims to introduce students to primary security issues in the Western Pacific region and provide some tools to consider the subject. Topics to be covered include the international security structure in the Western Pacific, the cross-Taiwan Strait dispute, the North Korean nuclear issue, and territorial disputes in the South China Sea and East China Sea.

Reading Materials

The following books are required for the course:


Other readings are available on Canvas or through the Georgia Tech Library online resources.

Requirements and Evaluation

This course is run primarily as seminars that require active and engaged participation. Students enrolled in this course have the following responsibilities:

(1) **Make two intelligence briefings**, one before February 27 and one after.

When preparing for your briefing, survey news about the Western Pacific since the last class session, and choose a few you think are critical to the Pacific regional security environment and present them in class.

When briefing, tell the class what the news is, why it is important, and what to follow in the future. Each briefing should be less than 5 minutes. If you don’t find anything “critical,” choose a few news pieces and tell the class why you don’t think they are not crucial enough to deserve attention.

(2) **Submit one response paper** on one of the following discussion topics:
The response paper should be single-spaced, two pages in length at maximum, with 12-point fonts and 1-inch margins. Students who submit response papers on a topic will help lead the topic’s discussion. Therefore, please end your response paper with a few discussion questions.

Response papers are due at 10:00 p.m. the day before the topic's session. For example, we will discuss “Alternative Explanations of the Cross-Strait Dispute” on February 15, so your response papers are due February 14 at 10:00 p.m. To submit your response papers, please go to our course page on Canvas, click “Discussions,” and post your response papers under the matching topic title.

When writing your response paper, respond to the week’s readings and ask yourself: What are the security issues? How are the security issues related to concepts learned in class? How do the readings explain the issues? What do the authors of the readings suggest in dealing with the issues? Have the issues’ developments validated the course concepts or the authors’ analyses? Why or why not? Then, you help lead the discussion in class by raising these questions and inviting your classmates to share their thoughts.

(3) Complete a policy memo on one security issue in the Western Pacific.

The range of possible issues is vast: U.S.-China competition in the Pacific island nations, climate change, the future of various regional alliances, China's Belt and Road Initiative in various Southeast Asian countries, and supply-chain security, to name a few. Your assignment is to produce a well-researched analytical policy memo on the issue.

In this analysis, you will need to:
1. Clearly describe the issue.
2. Analytically evaluate the current policy outcomes by applying the knowledge learned in class.
3. Provide policy recommendations.

Length guidelines: 2 pages, 12-point font, 1” all around.
Stylistic guidelines:
1. Use the policy memo format provided.
2. Don’t forget page numbers.
3. Consult scholarly sources for your evidence; do not rely solely on journalistic sources.
4. Use endnotes instead of footnotes for your citations.

Your grade will mainly reflect (1) your demonstrated research effort and (2) your success in presenting and supporting a clear analytical argument with specific evidence from relevant sources. Substantively excellent papers with significant style problems will not be awarded a grade in the A range.

Your policy memo is due on April 26, 2024.

(4) Submit a discussion handout for your proposed policy memo topic (no more than one page)

Your discussion handout is due at 10:00 p.m. on the day before your presentation. In the handout, you should answer the following questions: What is the security issue? Why does it matter? What interests are at stake, and for whom? What is the current policy? How well does the policy serve the interests at stake? The assigned article on April 11, “How Much Risk Should the United States Run in the South China Sea?” by M. Taylor Fravel and Charles L. Glaser, provides an excellent thought structure to guide your research.

(5) Proactively participate in class discussion.

Your participation grade is determined by your class participation, policy memo topic presentation, feedback on others’ topics, and Q&A in intelligence briefings.

Grades will be determined as follows:
- Intelligence briefing (10%, 5% each)
- Response paper (10%)
- Discussion handout (10%)
- Class participation (35%)
- Policy memo (35%)

Course Information and Policies

Announcements: Important information about the course will be announced through Canvas. I encourage students to set up receiving notifications from Canvas to avoid
missing critical communication (Go to Canvas, then Account, then Notifications, and check Announcement).

Office Hours: I will hold office hours each week. Please use Book time with Dalton Lin: Office Hours to make appointments. Feel free to email me to set up appointments if the assigned office hours do not accommodate your schedule.

Cheating and Plagiarism: Cheating and plagiarism are serious offenses and directly violate the Georgia Tech Academic Honor Code. Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." If caught cheating or plagiarizing, you will be dealt with according to the GT Academic Honor Code. For any questions involving these or any other Academic Honor Code issues, please consult the professor or www.honor.gatech.edu.

This course is offered by the Ivan Allen College of Liberal Arts. The Ivan Allen College supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society. If you have any concerns about inclusive diversity in this course, please don’t hesitate to raise them to the instructor.

***Note: Syllabus subject to change****

Schedule

January 9: Introduction

January 11: Mini lecture on structural realism and liberalism


**Topic One: The Evolution of the Pacific Security Structure—What Historical Lessons We Have Learned?**

**January 16: The Theoretical Framework**

- Christensen, *Worse than a Monolith*, Chapter 1.

**January 18: The Evolution of the Pacific Security Structure—The Twilight of the Cold War**

- Christensen, *Worse than a Monolith*, Chapter 2.

**January 23: The Evolution of the Pacific Security Structure—Deterrence Failures and the Korean War**

- Christensen, *Worse than a Monolith*, Chapter 3.


- Christensen, *Worse than a Monolith*, Chapter 4.

**January 30: The Evolution of the Pacific Security Structure—The Sino-Soviet Split and the Lead-up to the Vietnam War**
• Christensen, *Worse than a Monolith*, Chapter 5.

**February 1: The Evolution of the Pacific Security Structure—The Sino-U.S. Rapprochement and the Japan and Taiwan Issues**

• Christensen, *Worse than a Monolith*, Chapter 6.

**February 6: The Evolution of the Pacific Security Structure—From the Cold War to Post-Cold War**

• Christensen, *Worse than a Monolith*, Chapter 7.

**Topic Two: The Taiwan Strait Dispute**

**February 8: Lecture—Past, Present, and Prospects for the Taiwan Strait Dispute**

• Rigger, *Why Taiwan Matters*, Chapters 1, 2 & 4.

**February 13: Lecture—The Cross-Strait Commitment Problem**

• Dalton Lin, “‘One China’ and the Cross-Taiwan Strait Commitment Problem,” *The China Quarterly* Vol. 252, pp. 1094-1116.
February 15: Alternative Explanations of the Cross-Strait Dispute


February 20: Prospects for the Cross-Strait Dispute


Topic Two: The North Korean Nuclear Issue


- Jong Kun Choi, “The Perils of Strategic Patience with North Korea,” *The
February 27: Hawkish Arguments on Dealing with North Korea

February 29: Dovish Arguments on Dealing with North Korea

March 5: Prospects for the North Korean Nuclear Issue

March 7, 12, 14: Discussing Policy Memo Proposals

March 19, 21: Spring Break

**Topic Three: The South China Sea Disputes**

March 26: History of the Issue and Interests at Stake

• Exploring Asia Maritime Transparency Initiative, https://amti.csis.org/. Especially Maps of Chinese Power Projection Capabilities in the South China Sea, Maritime Claims of the Indo-Pacific, and South China Sea Features (all under the tab MAPS) and the Island Tracker database (under the tab ISLAND TRACKER).


For further reading:

Tufts University Fletcher School, Law of the Sea: A Policy Primer, https://sites.tufts.edu/lawofthesea/chapter-two/ (especially Chapter 2)

March 28 and April 2: Scholarly Explanations of China’s Strategies in the South China Sea


April 4, 9: China’s Gray-zone operations in the South China Sea


- Case: The Second Thomas Shoal and Whitsun Reef


April 11: Prospects for the South China Sea Disputes

- China Power, China’s Coercive Trade Measures toward Australia: A Conversation with Jeffrey Wilson, December 22, 2020, [https://chinapower.csis.org/podcasts/chinas-coercive-trade-measures-toward-australia/?utm_source=CSIS+All&utm_campaign=33ccf89bf6-EMAIL_CAMPAIGN_2018_09_04_03_13_COPY_01&utm_medium=email&utm_term=0_f326fc46b6-33ccf89bf6-185685017](https://chinapower.csis.org/podcasts/chinas-coercive-trade-measures-toward-australia/?utm_source=CSIS+All&utm_campaign=33ccf89bf6-EMAIL_CAMPAIGN_2018_09_04_03_13_COPY_01&utm_medium=email&utm_term=0_f326fc46b6-33ccf89bf6-185685017)

**Topic Four: The East China Sea Disputes**

**April 16: History of the Issue and Interests at Stake**
• Council on Foreign Relations, China’s Maritime Disputes in the South China Sea and East China Sea, September 17, 2013, https://www.youtube.com/watch?v=d8go3h500Hc&feature=youtu.be

April 18: Japan’s Role in the East China Sea Disputes and Beyond

• Jeffrey W. Hornung, Japan’s Potential Contributions in an East China Sea Contingency (Santa Monica, CA: RAND, 2020), Summary and Chapter 2. Canvas.

April 23: Prospects

• Discuss: https://chinasurvey.csis.org/