

HTST 547
Chinese strategic thought
Fall 2021

Online synchronously, Tuesdays, 2:00 pm – 4:45 pm
University of Calgary

Instructor: David Curtis Wright

Email: wrightd@ucalgary.ca

Office hours on Zoom: Tuesday and Thursday, 9:00 a.m. - 10 a.m. and 5:00 - 6:00 p.m.

Course delivery: Entirely online and synchronous

Description

This is a course in the history of strategic thought and warfare in premodern and modern China. We will be reading both primary historical documents (in translation, of course) and modern scholarship. Roughly the first half of the course concentrates on strategic thought and warfare in premodern (ancient and imperial) China, while the remaining half considers modern (mostly twentieth-century) Chinese military history and Western concerns over China's strategic intentions. The course will help students think about which aspects of China's military thought and deployments today are new and innovative and which are based on Chinese tradition. The central questions of this class are these:

1. What were the varieties of Chinese strategic thought in the past? Which periods faced which military challenges and security environments?
2. In the present, what connections, if any, are there between antiquity and modernity? In other words, do antiquity and modernity dance? are antiquity and modernity so far removed from each other in time and concept that they have no real connections? are there some ways in which antiquity and modernity are connected and some in which they are not?
3. How might the past and the present influence the course of China's future strategic and military choices, conceptualisations, and actions? Do the trends of the past and present point to or adumbrate future developments? Might conflict or outright war emerge between China and the West in general or the United States in particular?

Learning outcomes

Students who successfully complete this seminar will have a basic familiarity with the debate over strategic culture and structural realism and which is more influential in China's present strategic behaviour and posturing. Concomitant with this will be a cursory knowledge of both the Confucian and Legalist intellectual traditions and the debate over which of them is more influential in the formulation of Chinese strategy today. They will also be able to discuss the debates over whether and to what extent the Chinese past has any bearing on the Chinese

present, especially in strategic and geostrategic terms. Finally, they will have some basis upon which to discuss whether China today constitutes and poses threats to the democratic world. *The purpose of this course is not to spoon-feed students with answers to these debates and questions, but to make them more familiar with the terms and contours of these debates and questions.*

Reading material (all are required)

Please note that the instructor requires that these books be *read*, and not necessarily that they be *purchased*. Students may of course endeavour to secure access to these books through all lawful means.

Graham ALLISON, *Destined for War: Can America and China Escape Thucydides's Trap?* Houghton Mifflin, 2017. (ISBN-10: 1328915387; ISBN-13: 978-1328915382). Available for purchase at university bookstore.

CONFUCIUS, *The Analects* (D. C. Lau, translator). Penguin, 1979. (ISBN-10: 0140443487; ISBN-13: 978-0140443486) Available for purchase at the university bookstore. Also available at <https://ctext.org/analects> (read all 20 chapters).

Elizabeth C. ECONOMY, *The Third Revolution: Xi Jinping and the New Chinese State*. Oxford: Oxford University Press, 2018. (ISBN-10: 019005655X; ISBN-13: 978-0190056551) Available for purchase at university bookstore; digital version also available through VitalSource at <https://calgary-store.vitalsource.com/products/the-third-revolution-elizabeth-c-economy-v9780190866099>

David A. GRAFF and Robin Higham, eds., *A Military History of China*. Westview Press, 2002. (ISBN-10: 0813339901; ISBN-13: 978-0813339900) Available for purchase in university bookstore; digital version also available through VitalSource <https://calgary-store.vitalsource.com/textbooks?sort=&term=978-0-8131-3584-7>. (2nd edition is also OK.)

HAN Fei-tzu, *Han Fei-tzu* (Burton Watson, translator). New York: Columbia University Press, 1964. (ASIN: B08DSYSM1G). Available for purchase in university bookstore, and also available by Googling “Han Feizi PDF” and then clicking on “Han Feizi – University of Hawaii.”

Jonathan E. HILLMAN, *The Emperor's New Road: China and the Project of the Century*. (ISBN-10: 0300244584; ISBN-13: 978-0300244588) Available for purchase at the university bookstore, with more in transit. Digital version also available through VitalSource: <https://calgary-store.vitalsource.com/products/the-emperor-s-new-road-jonathan-e-hillman-v9780300256079>

Alastair Iain JOHNSTON, *Cultural Realism: Strategic Culture and Grand Strategy in Chinese History*. Princeton University Press, 1995. (ISBN-13: 978-0691029962; ISBN-10:

0691029962). Available for purchase at university bookstore; digital version also available through VitalSource <https://calgary-store.vitalsource.com/products/cultural-realism-alastair-iaain-johnston-v9780691213149>

Matthew KROENIG, *The Return of Great Power Rivalry: Democracy Versus Autocracy from the Ancient World to the U.S. and China*. (ISBN-10: 0190080248; ISBN-13: 978-0190080242) Available for purchase at university bookstore; digital version also available through us <https://www.calgarybookstore.ca/digital2.asp?>

Daniel S MARKEY, *China's Western Horizon: Beijing and the New Geopolitics of Eurasia*. (ISBN-10: 0190680199; ISBN-13: 978-0190680190) Available for purchase at the university bookstore; digital version also available through us at <https://www.calgarybookstore.ca/digital2.asp?>

MENCIUS, *Mencius* (D. C. Lau, translator). Penguin, 2005. (ISBN-10: 1374990051; ISBN-13: 978-1374990050) In transit to the university bookstore. Also available at <https://ctext.org/mengzi> (read all chapters).

Ralph D. SAWYER, trans., *The Seven Military Classics of Ancient China*. Westview, 1993. (ISBN-10: 0465003044; ISBN-13: 978-0465003044) Available for purchase at university bookstore.

Michael SCHUMAN, *Superpower Interrupted: The Chinese History of the World*. (ISBN-10: 1541788346; ISBN-13: 978-1541788343) Available for purchase at the university bookstore.

Yuan-kang WANG, *Harmony and Culture: Confucian Culture and Chinese Power Politics*. Columbia, 2011. (ISBN-10: 0231151403; ISBN-13: 978-0231151405) Available for purchase at university bookstore; digital version also available through VitalSource <https://calgary-store.vitalsource.com/products/harmony-and-war-yuan-kang-wang-v9780231522403>

Assessment

Each student will write weekly quizzes on assigned readings, write a term paper, make class presentations, and participate in class discussions. Attendance is also important.

The **reading quizzes** will be the first order of business at each class and will last for approximately 20 minutes. The quizzes will consist of around three or four short essay questions, and you will select and write around two paragraphs on it. The purpose of these quizzes is not to trip students up or put them on edge, but to hold them accountable for the assigned readings and make sure that they are prepared for class discussions. Because everyone can have a bad day or week (or two), the lowest two of the twelve quiz scores will be dropped. I will allow one make-up quiz, with no questions asked, **no later than two weeks (fourteen calendar days) after its**

scheduled time. (Please contact me about arrangements for a time for your make-up quiz.) I will allow one additional make-up quiz in extraordinary circumstances.

The **term paper, due 23 November 2021,** will be twelve to fifteen pages (12 point print, double spaced, one-inch margins) in length and will be on a topic of the student's choosing. For this paper you are to use at least **five** sources, only **two** of which may be from the books used in this course. The remaining two sources must be from scholarly books or periodicals. The term paper is to have essay structure. (I am assuming that by this point in your undergraduate education you know what an essay is and how to write and structure one.) If you would like, you may discuss your term paper topic with me during office hours.

The **final examination on 7 December 2021 during** the last hour of the last day of class will be comprehensive and will be drawn from assigned readings, material covered in class, student presentations, and class discussions.

Each student will give *two* **oral presentations** to the class that will consist of **two parts**: a relevant topic that interests him/her **and** a book report on an **additional** book (i.e., not one of the assigned books) or very substantial website (at least 200 pages or 70,000 words) on a topic of interest to him or her. Students should schedule presentation times with the instructor at least two weeks in advance; this may be done briefly during class time or with me on an individual basis. Students will be marked on the quality and clarity of their presentations. For the presentation, each student should prepare **two documents to be handed out to each member of the class and the instructor**: a one-page outline of their topic presentation **and** a one-page review of the additional book on which they are reporting. The latter document should sum up the book's main points, contributions, and shortcomings. All students will be accountable for the content of these presentations in the final examination. *Please note that the time length of these presentations will be determined by the number of students enrolled in the course.*

Class participation is important in a colloquium course. Speak up once in a while, ask questions, and comment. Do the assigned reading and come to class prepared to talk about it. In this connection, **attendance** in this class is essential because it is run as a seminar. I will take roll at the beginning of each course meeting. Everyone can have a bad day or week, so I will allow one unexcused absence with no questions asked. I will excuse additional absences for exceptionally difficult circumstances; for these, please consult with me.

Course grades are assigned according to point totals as outlined below. There is no limited supply for any grade. In other words, the instructor does not grade on any sort of curve.

| | |
|---|-----------|
| Reading quizzes (2 x 10; lowest two scores dropped) | 20 |
| Term paper | 50 |
| Presentations | 15 |
| Class participation | 10 |
| Final examination | 5 |
| TOTAL | <hr/> 100 |

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|--|
| 90-100 | A+ | 4.00 | Outstanding performance |
| 85-89 | A | 4.00 | Excellent performance |
| 80-84 | A- | 3.70 | Approaching excellent performance |
| 77-79 | B+ | 3.30 | Exceeding good performance |
| 73-76 | B | 3.00 | Good performance |
| 70-72 | B- | 2.70 | Approaching good performance |
| 67-69 | C+ | 2.30 | Exceeding satisfactory performance |
| 63-66 | C | 2.00 | Satisfactory performance |
| 60-62 | C- | 1.70 | Approaching satisfactory performance. |
| 56-59 | D+ | 1.30 | Marginal pass. Insufficient preparation for subsequent courses in the same subject |
| 50-55 | D | 1.00 | Minimal Pass. Insufficient preparation for subsequent courses in the same subject. |
| 0-49 | F | 0 | Failure. Did not meet course requirements. |

N.B.: Students are expected to reach the grade range to receive that letter grade (i.e., to receive an A- a student will have earned an 80 or 3.7 in the course). There is no rounding up for grades. The line must be drawn somewhere.

Learning technologies requirements

In order to successfully engage in learning experiences in this class, students will need reliable internet access and a computer, tablet, or other such device to access live lectures. There is a D2L site for this course that contains relevant class resources and materials. As a seminar course delivered entirely online and entirely synchronously via Zoom, there are of course some basic and essential technological requirements for the successful completion of it. Email access and use is required, as is basic familiarity with Zoom, both audio and visual, with microphone function. Since office hours are also conducted entirely online, there is all the more need for students to have access to a microphone. To access Zoom, simply log on to your D2L account, click on HTST 317, click on Communication, and scroll down to Zoom. Once you click on Zoom, you will see a list of scheduled lectures.

Schedule

September

- 7 Introduction to class; lectures
- 14 Quiz, Confucius, Mencius, Han Fei-tzu
Lectures; class discussion
Student presentations

21 Quiz: Sawyer, *Seven Military Classics*
 Class discussion
 Student presentations

28 Quiz: Graff, *A Military History of China*
 Class discussion
 Student presentations

October

5. Quiz: Johnston, *Cultural Realism*, pages ix-xiii, 1-154
 Class discussion
 Student presentations

12 Quiz: Johnston, *Cultural Realism*, pages 155-266
 Class discussion
 Student presentations

19 Quiz: Wang, *Harmony and Culture*
 Class discussion
 Student presentations

26 Quiz: Allison Graham, *Destined for War*
 Class discussion
 Student presentations

November

2 Quiz: Schuman, *Superpower Interrupted*
 Class discussion
 Student presentations

9 *Term break; no class meeting*

16 Quiz: Kroenig, *The Return of Great Power Rivalry*
 Class discussion
 Student presentations

23 *Term paper due*

Quiz: Hillman, *The Emperor's New Road*
 Class discussion
 Student presentations

- 30 Quiz: Markey, *China's Western Horizon*
Class discussion
Student presentations

December

7 Final examination (first hour)

- Quiz: Economy, *The Third Revolution*
Class discussion

Some possible extra readings for term papers and book report presentations (classic or more important books are highlighted in yellow)

Kenneth W. Allen and Eric A. McVadon, *China's Foreign Military Relations: A Project by the Henry L. Stimson Center*. Washington, D.C.: Henry L. Stimson Center, 1999.

Philip Andrews-Speed et al, *The Strategic Implications of China's Energy Needs*. London: Oxford University Press for The International Institute for Strategic Studies, 2002.

Dominique Artur, Georges Chariglione, et Antonio Zambuco, *La Chine en 2020: Quelles perspectives pour l'Europe de la défense China in 2020: What to Expect for Defence Europe*. Chateaufort-Val-de-Bargis: Riaux, 2004.

Jed Babbin and Edward Timperlake, *Showdown: Why China Wants War with the United States*. Washington, D.C.: Regnery Pub., Inc., 2006.

Richard Bernstein and Ross H. Munro, *The Coming Conflict with China*. New York: Alfred E. Knopf, 1997.

Susan D. Blum, *Lies that Bind: Chinese Truth, Other Truths*. Lanham: Rowman & Littlefield Publishers, Inc. 2006.

Anne-Marie Brady, *China as a Polar Great Power*. Cambridge: Cambridge University Press, 2017.

Anne-Marie Brady, "Magic Weapons: China's political influence activities under Xi Jinping." September 2017.

https://www.wilsoncenter.org/sites/default/files/for_website_magicweaponsanne-mariesbradyseptember2017.pdf (Accessed 7 January 2019.)

Jean-Vincent Brisset, *La Chine, une puissance encerclée?* Paris: Institut de relations internationales et stratégiques, Presses universitaires de France, 2002.

Harold Brown et al, *Chinese Military Power [electronic resource]: Report of an Independent Task Force Sponsored by the Council on Foreign Relations, Maurice R. Greenberg Center for Geoeconomic Studies*. New York: Council on Foreign Relations, 2003. Link: http://www.cfr.org/pdf//China_TF.pdf

Michael E. Brown, *The Rise of China* (2000)

Richard C. Bush, *At Cross Purposes: U.S.-Taiwan Relations Since 1942* (2004)

- Richard C. Bush, *Untying the Knot: Making Peace in the Taiwan Strait* (2005)
- Richard C. Bush, *A War Like No Other: The Truth About China's Challenge to America*. Hoboken, N.J. : John Wiley & Sons, 2007.
- Daniel L. Byman and Roger Cliff, *China's Arms Sales: Motivations and Implications*. Santa Monica: RAND, 1999.
- Roger Canfield, *Stealth Invasion Red Chinese Operations in North America*. Fairfax, Virginia: United States Intelligence Council, 2002.
- Ted Galen Carpenter, *America's Coming War with China: A Collision Course over Taiwan*. New York: Palgrave Macmillan, 2005.
- Gordon Chang, *The Coming Collapse of China*. New York: Random House, 2001.
- Tai Ming CHEUNG, *China's Entrepreneurial Army*. Oxford: Oxford University Press, 2001.
- Roger Cliff et al, *Entering the Dragon's Lair: Chinese Antiaccess Strategies and Their Implications for the United States*. Santa Monica: RAND, 2007.
- Bernard D. Cole, *The Great Wall at Sea: China's Navy Enters the Twenty-first Century*. Annapolis : Naval Institute Press, 2001.
- Bernard D. Cole, *Taiwan's Security: History and Prospects*. London: Routledge, 2006.
- Anthony H. Cordesman and Martin Kleiber, *Chinese Military Modernization: Force Development and Strategic Capabilities*. Washington, D.C.: CSIS Press, 2007.
- Susan L. Craig, *Chinese Perceptions of Traditional and Nontraditional Security Threats*. Carlisle, PA : Strategic Studies Institute, U.S. Army War College, 2007.
- Yong DENG and Fei-ling Wang, eds., *China Rising: Power and Motivation in Chinese Foreign Policy*. Lanham: Rowman & Littlefield Publishers, 2005.
- Giri Deshingkar, *Security and Science in China and India: Selected Essays*. New Delhi: Samskriti & Institute of Chinese Studies, Centre for the Study of Developing Societies, 2005.
- Lowell Dittmer, ed., *South Asia's Nuclear Security Dilemma: India, Pakistan, and China*. Armonk, N.Y. : M.E. Sharpe, 2005.
- Lucas Domergue, *La Chine, puissance nucléaire: Stabilisation régionale ou prolifération*. Paris: Harmattan, 2005.
- June Teufel Dreyer, *China's Strategic View: The Role of the People's Liberation Army*. Carlisle Barracks, PA: Strategic Studies Institute, U.S. Army War College, 1996.
- Elizabeth C. Economy, *By All Means Necessary: How China's Resource Quest is Changing the World*. Oxford: Oxford University Press, 2014.
- Elizabeth C. Economy, *The third Revolution: Xi Jinping and the New Chinese State*. Oxford: Oxford University Press, 2018.
- Martin Edmonds and Michael M. Tsai, *Taiwan's Security and Air Power: Taiwan's Defense Against the Air Threat from Mainland China*. London: RoutledgeCurzon, 2004.
- Paul M. Evans, *Engaging China: Myth, Aspiration, and Strategy in Canadian Policy from Trudeau to Harper*. Toronto: University of Toronto Press, 2014.
- Evan A. Feigenbaum, *China's Techno-warriors: National Security and Strategic Competition from the Nuclear to the Information Age*. Stanford: Stanford University Press, 2003.
- Huiyun FENG, *Chinese Strategic Culture and Foreign Policy Decision-making: Confucianism, Leadership, and War*. New York: Routledge, 2007.

- Rosemary Foot and Andrew Walter, *China, the United States, and Global Order*. Cambridge: Cambridge University Press, 2010.
- Christopher A. Ford, *The Mind of Empire: China's History and Modern Foreign Relations*. Lexington, Kentucky: The University Press of Kentucky, 2010.
- Aaron L. Friedbert, *A Contest for Supremacy: China, America, and the Struggle for Mastery in Asia*. New York: W. W. Norton, 2012.
- Edward Friedman, ed., *China's Rise, Taiwan's Dilemmas, and International Peace*. London: Routledge, 2006.
- Bill Gertz, *The China Threat: How the People's Republic Targets America*. Washington, D.C. : Regnery Pub., 2000.
- Bates Gill, *Rising Star: China's New Security Diplomacy*. Washington, D.C.: Brookings Institution Press, 2007.
- Avery Goldstein, *Rising to the Challenge: China's Grand Strategy and International Security*. Stanford: Stanford University Press, 2005.
- Lyle Goldstein, *Meeting China Halfway: How to Defuse the Emerging US – China Rivalry*. Washington, D.C.: Georgetown University Press, 2015.
- Robert Haddick, *Fire on the Water: China, America, and the Future of the Pacific*. Naval Institute Press, 2014.
- Peter Hays Gries, *China's New Nationalism: Pride, Politics, and Diplomacy*. Berkeley: University of California Press, 2004.
- Mel Gurtov and Byong-Moo Hwang, *China's Security: The New Roles of the Military*. Boulder: Lynne Rienner Publishers, 1998.
- Clive Hamilton, *Silent Invasion: China's Influence in Australia*. Australia: Hardie Grant, 2018.**
- Russell D. Howard, *The Chinese People's Liberation Army: "Short Arms and Slow Legs."* Colorado Springs, Colo.: USAF Institute for National Security Studies, 1999.
- Peter Howarth, *China's Rising Sea Power: The PLA Navy's Submarine Challenge*. New York: Routledge, 2005.
- Will Hutton, *The Writing on the Wall: Why We Must Embrace China as a Partner or Face it as an Enemy*. New York : Free Press, 2006.
- Martin Jacques, *When China Rules the World: The End of the Western World and the Birth of a New Global Order*. Penguin Books, 2012.
- David C. Kang, *China Rising: Peace, Power, and Order in East Asia*. New York: Columbia University Press, 2008.
- C. K. Kapur, *Chinese Military Modernisation*. New Delhi: Manas Publications, 2003.
- Robert D. Kaplan, *Asia's Cauldron: The South China Sea and the End of a Stable Pacific*. Random House, 2015.
- Solomon M. Karmel, *China and the People's Liberation Army: Great Power or Struggling Developing State?* New York : St. Martin's Press, 2000.
- Sulmaan Wasif Khan, *Haunted by Chaos: China's Grand Strategy from Mao Zedong to Xi Jinping*. Cambridge: Harvard University Press, 2018.
- Henry Kissinger, *On China*. Penguin Books, 2012.
- Srikanth Kondapalli, *A Great Leap Forward Modernization: China's Armed Forces in 2003*. Taipei : Center for China Studies, 2005.

- R.V. Kumar, *The Chinese Air Force Threat: An Indian Perspective*. New Delhi: Manas Publications, 2003.
- Joshua Kurlantzick, *Charm Offensive: How China's Soft Power Is Transforming the World*. Yale University Press: 2007.
- James Kynge, *China Shakes the World: A Titan's Breakneck Rise and Troubled Future and the Challenge for America*. Boston: Houghton Mifflin, 2006.
- Rollie Lal, *Understanding China and India: Security Implications for the United States and the World*. Westport, Conn. : Praeger Security International, 2006.
- David M. Lampton, *The Three Faces of Chinese Power: Might, Money, and Minds*. Berkeley, Calif. : University of California Press, 2008.
- Jeffrey G. Lewis, *The Minimum Means of Reprisal: China's Search for Security in the Nuclear Age*. Cambridge, Mass.: MIT Press, 2007.
- John Wilson Lewis and Xue Litai. *Imagined Enemies: China Prepares for Uncertain War*. Stanford: Stanford University Press, 2006.
- James R. Lilley and David Shambaugh, eds., *China's Military Faces the Future*. Armonk, New York: M.E. Sharpe, 1999.
- Bobo Lo, *Axis of Convenience: Moscow, Beijing, and the New Geopolitics*. Brookings Institution Press and Chatham House, 2008.
- Edward N. Luttwak, *The Rise of China vs. the Logic of Strategy*. Belknap Press, 2012.
- James Mann, *About Face: A History of America's Curious Relationship with China from Nixon to Clinton*. New York : Alfred Knopf, 1999.
- James Mann, *The China Fantasy: How Our Leaders Explain Away Chinese Repression*. New York: Viking, 2007.
- John J. Mearsheimer, *The Tragedy of Great Power Politics*, Updated Edition. New York: W.W. Norton, 2014.
- Evan S. Medeiros and Bates Gill, *Chinese Arms Exports: Policy, Players, and Process*. Carlisle Barracks, PA: Strategic Studies Institute, U.S. Army War College, 2000.
- Steven W. Mosher, *Hegemon: China's Plan to Dominate Asia and the World*. San Francisco: Encounter Books, 2000.
- James C. Mulvenon et al, *Chinese Responses to U.S. Military Transformation and Implications for the Department of Defense*. Santa Monica: Rand, 2006.
- Andrew J. Nathan and Andrew Scobell, *China's Search for Security*. New York: Columbia University Press, 2012.
- Peter Navarro, *The Coming China Wars: Where They Will be Fought and How They Will be Won*. Upper Saddle River, New Jersey: Financial Times Press, 2007.
- Ka-po NG, *Interpreting China's Military Power: Doctrine Makes Readiness*. London: Frank Cass, 2005.
- Ronald O'Rourke, *The Impact of Chinese Naval Modernization on the Future of the United States Navy*. New York : Novinka Books, c2006.
- Christopher J. Pehrson, *String of Pearls: Meeting the Challenge of China's Rising Power Across the Asian Littoral*. Carlisle, PA: Strategic Studies Institute, U.S. Army War College, 2006.
- Michael Pillsbury, *China Debates the Future Security Environment*. Washington, D.C.: National Defense University Press, 2000.

- Michael Pillsbury, *The Hundred-Year Marathon: China's Secret Strategy to Replace America as the Global Superpower*. New York: Henry Holt, 2015.
- QIAO Liang and WANG Xiangsui, *Unrestricted Warfare: China's Master Plan to Destroy America*. Panama City, Panama: Pan American Publishing, 2002. PDF viewable at: <https://www.c4i.org/unrestricted.pdf>
- Arpit Rajain, *Nuclear Deterrence in Southern Asia: China, India, and Pakistan*. Thousand Oaks: Sage Publications, 2005.
- Peter W. Rodman, *Between Friendship and Rivalry: China and America in the 21st Century*. Washington, D.C.: The Nixon Center, 1998.
- Douglas E. Schoen and Melik Kaylan, *The Russia-China Axis: The New Cold War and America's Crisis of Leadership*. New York: Encounter Books, 2014.
- Andrew Scobell, *China and Strategic Culture*. Carlisle Barracks, PA: Strategic Studies Institute, U.S. Army War College, 2002.
- Andrew Scobell, *Chinese Army Building in the Era of Jiang Zemin*. Carlisle Barracks, PA: Strategic Studies Institute, U.S. Army War College, 2000.
- Andrew Scobell, ed., *The Costs of Conflict: The Impact on China of a Future War*. Carlisle, PA: Strategic Studies Institute, U.S. Army War College, 2001.
- Andrew Scobell and Larry M. Wortzel, eds., *Shaping China's Security Environment: The Role of the People's Liberation Army*. Carlisle Barracks, PA : Strategic Studies Institute, U.S. Army War College, 2006.
- David Shambaugh and Richard H. Yang, eds., *China's Military in Transition*. Oxford : Clarendon Press, 1997.
- Susan L. Shirk, *China: Fragile Superpower*. Oxford: Oxford University Press, 2007.
- James Steinberg and Michael E. O'Hanlon, *Strategic Reassurance and Resolve: U.S.-China Relations in the Twenty-first Century*. Princeton: Princeton University Press, 2014.
- Mark A. Stokes, *China's Strategic Modernization: Implications for the United States*. Carlisle Barracks, PA: Strategic Studies Institute, U.S. Army War College, 1999.
- Robert G. Sutter, *China's Rise in Asia: Promises and Perils*. Lanham, MD : Rowman & Littlefield Publishers, 2005.
- Michael D. Swaine, *America's Challenge: Engaging a Rising China in the Twenty-first Century*. Carnegie Endowment for International Peace, 2011.
- Michael D. Swaine, *The Role of the Chinese Military in National Security Policymaking*. Santa Monica: RAND.

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THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|--|
| 90-100 | A+ | 4.00 | Outstanding performance |
| 85-89 | A | 4.00 | Excellent performance |
| 80-84 | A- | 3.70 | Approaching excellent performance |
| 77-79 | B+ | 3.30 | Exceeding good performance |
| 73-76 | B | 3.00 | Good performance |
| 70-72 | B- | 2.70 | Approaching good performance |
| 67-69 | C+ | 2.30 | Exceeding satisfactory performance |
| 63-66 | C | 2.00 | Satisfactory performance |
| 60-62 | C- | 1.70 | Approaching satisfactory performance. |
| 56-59 | D+ | 1.30 | Marginal pass. Insufficient preparation for subsequent courses in the same subject |
| 50-55 | D | 1.00 | Minimal Pass. Insufficient preparation for subsequent courses in the same subject. |
| 0-49 | F | 0 | Failure. Did not meet course requirements. |

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: *History 300 is a required course for all history majors. You should normally take this course in your second year.*

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites

without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and

addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

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