

INTA 4903 Special Problems, Summer

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

Pacific Security Issues

INTA 4903, Summer

Classroom lectures and discussions, plus site visits. Time varies.

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Course Description

This course aims to provide students who have taken INTA 3131/6131 Pacific Security Issues with immersive experiences to verify and rethink the primary security issues in the Western Pacific region. Topics to be covered include the cross-Taiwan Strait dispute, territorial disputes in the South China Sea and East China Sea, and international security structure in the Western Pacific. The immersive environment also allows the course to introduce on-site learning about emerging technology and societal resilience that the Atlanta campus cannot offer.

Reading Materials

I recommend following the Taiwan Security Issues webpage (<https://www.linkedin.com/company/TSIissues>) during the time you are taking this course to stay up to date on security developments in the Western Pacific.

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

The following books are recommended (not required) for in-depth reading about the course's topics:

Thomas J. Christensen, *Worse than a Monolith: Alliance Politics and Problems of Coercive Diplomacy in Asia* (Princeton, NJ: Princeton University Press, 2011)

Shelly Rigger, *Why Taiwan Matters: Small Island, Global Powerhouse* (Lanham, MD: Rowman & Littlefield Publishers, 2011)

Andrew Sven Erickson and Ryan Martinson (eds.), *China's Maritime Gray Zone Operations* (United States: Naval Institute Press, 2019)

Georgia Tech Library provides online access to all three books.

I also encourage students to read international news (if you haven't already!). Sources of good international coverage include the *New York Times*, *BBC* (<http://www.bbc.co.uk/news>), *Washington Post*, the *Wall Street Journal*, the *Financial Times*, and *The Economist*. The Georgia Tech Library provides free access to the *New York Times*, the *Wall Street Journal*, and the *Financial Times*. The *BBC* is not behind a paywall. Listening to NPR news is an excellent alternative.

Requirements and Evaluation

This course is primarily delivered through immersive learning, including site visits and class seminars that require active, engaged participation. Students enrolled in this course have the following responsibilities:

(1) Make five group intelligence briefings

Each classroom session (except June 30) starts with group intelligence briefings. When preparing for your briefing, survey news about the Western Pacific since the last class session, choose one or two developments you think are critical to the security environment of *the country you are representing in the simulation course*, and present them in class. Depth is more critical than breadth.

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.

(2) Submit group response papers after each site visit

Response papers are required for the following site visits:

- 7/1 Site visit to the Institute for National Defense and Security Research
- 7/9 Site visit to Forward Taiwan
- 7/13 Site visits to the Ministry of Foreign Affairs
- 7/13 Site visits to the Whole-of-Society Defense Resilience Committee and 7/17 to the Research Institute for Democracy, Society and Emerging Technology
- 7/14 Site visits to MediaTek and Kingston
- 7/16 Guest talks by Admiral Chen and Prof. Liu

The response paper should be single-spaced, with a maximum of 2 pages, using a 12-point font and 1-inch margins. Response papers are due three hours before the first classroom session after the visit.

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. I encourage you to read and react to others’ response papers.

When writing your response papers, ask yourself: What security issues does the host try to address? What are they doing to cope with these issues? Are there specific scenarios keeping them up at night, and why? How do they prepare for the scenarios? How are the security issues related to concepts learned in class? From what you learn in class

and other site visits, how do you evaluate their actions and preparations? Any recommendations?

(3) **Submit a peer-evaluation sheet** at the end of the course.

The sheet should contain the names of your group members (excluding yourself) and your assessment of the percentage of their contribution to the preparation of your group's intelligence briefings and response papers (ranging from 0% to 100%). Please email me your peer evaluation by the end of July 25, 2025.

(4) **Proactively participate in class discussion.**

Your participation grade is determined by your class participation and Q&A in intelligence briefings and site visits.

Grades will be determined as follows:

- Intelligence briefing (30%)
- Response paper (30%)
- Class participation (40%)

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).

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 in accordance with 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.