

Syllabus

Course Information

Course Number: INTA 689
Course Title: US-China Strategic Relations
Section:
Time: 6:15-8:55PM
Location: 1620 L Street NW, Suite 700
Washington, DC 20036
Credit Hours: 3

Instructor Details

Instructor: Christopher B. Pultz
Office:
Phone: (540) 848-0005
E-Mail: cdpultz@gmail.com
Office Hours: HDT

Course Description

OVERVIEW: INTA 689: US-CHINA STRATEGIC RELATIONS: Understanding contemporary U.S.-China strategic relations since 1949 with a focus on post 1979 normalization of U.S.-China relations and critical engagements that fundamentally altered the balance of power and created the geopolitical conditions for China's industrial revolution and economic rise to compete with the United States. China has now become a global competitor as it has aggressively blended economic, diplomatic, military influence to challenge the United States and the international liberal order. In this course, students will learn the background and factors that placed United States and China on a course to formalize relations by studying the key policy documents, meetings and negotiations leading to the normalization of relations in 1979. Students will also learn the complexities surrounding Taiwan's critical and sometimes controversial role in the formulation of U.S.-China relations since 1979. To understand China's approach to foreign relations students will gain an understanding of China's internal policy process and basic military, economic, political and party organizations involved in formulating policy and compare those with the U.S. foreign policy approaches policy development by conducting case studies on key U.S.-China foreign policy crises. Students will also examine how current relations between Beijing and Washington has rapidly deteriorated, and assessing potential future directions in U.S.-China relations.

Course Prerequisites

None

Course Learning Outcomes

Students who complete this course will:

- Identify and explain critical geopolitical factors leading up the normalization of relations between the United States and China.
- Discuss the “century of humiliation” and “nationalism” and how it shapes China’s foreign policy perspective.
- Appraise the role of Taiwan in the U.S-China political and economic construct and identify the sources of contention as it relates to China’s foreign policy.
- Examine and assess critical factors using cases studies on key U.S.-China foreign policy crises.
- Explain how China’s internal military, political and party organizations conduct foreign relations and how they attempt to manage the plethora of international and domestic issues confronting China.
- Assess the complexity of a changing U.S. national strategy towards an expansionist China

Textbook and/or Resource Materials

a. Required Text(s)
A. Iain Johnston and Robert S. Ross eds., <i>New Directions in the Study of China’s Foreign Policy</i> (Stanford: Stanford University Press, 2006).
Henry Kissinger <i>China</i> (Penguin Press, 2014)
David Lai, <i>The United States and China in Power Transition</i> (US. Army War College Strategic Studies Institute (SSI)
Thomas J. Christensen, <i>The China Challenge, Shaping the Choices of a Rising Power</i> (Norton & Company 2015)
Jonathan Spence, <i>The Search for Modern China 3rd Edition</i> (W.W. Norton Company 1999)
Robert G. Sutter, <i>Chinese Foreign Relations, Power and Policy Since the Cold War</i> (Rowman & Littlefield Publishers 2016)
Micheal D. Swaine, Zhang Tuosheng, <i>Managing Sino-American Crises</i> (Carnegie Endowment for International Peace, 2006)
B. Designated Media, i.e. internet links. These PDF Text Readings below are available on line at the US Army War College Strategic Studies Institute , National Defense University, Institute for National Security Studies (INSS), Office of the Secretary of Defense (OSD), and the US-China Economic and Security Review Commission. They are excellent foundational documents on current Sino-US relations.
U.S. Army War College Quarterly Avoiding the Trap: U.S. Strategy and Policy for Competing in the Asia-Pacific Beyond the Rebalance http://ssi.armywarcollege.edu/pubs/display.cfm?pubID=1375

Asia Pacific: Reassessing China Vol 44 No. 4 Winter 2014-15

<http://ssi.armywarcollege.edu/pubs/display.cfm?pubID=>

National Defense University, INSS

China's Forbearance Has Limits: Chinese Threat and Retaliation Signaling and Its Implications for a Sino-American Military Confrontation

<https://inss.ndu.edu/Media/News/Article/652936/chinas-forbearance-has-limits-chinese-threat-and-retaliation-signaling-and-its/>

Chinese Military Reforms in the age of Xi Jinping: Drivers, Challenges and implication

<https://inss.ndu.edu/Media/News/Article/1125567/chinese-military-reforms-in-the-age-of-xi-jinping-drivers-challenges-and-implic/>

John Culver; The Unfinished Chinese Civil War

<https://www.lowyinstitute.org/the-interpretor/unfinished-chinese-civil-war?fbclid=IwAR0M5b6F1G4iGiw-g-jTJ0fkuFPEFTCnqPIPMeISkSjtywTGfaGg1bRGzhk>

Richard Haass; The Crisis in U.S.-China Relations

https://www.wsj.com/articles/the-crisis-in-u-s-china-relations-1539963174?reflink=share_mobilewebshare

Rand Corporation: China's Grand Strategy

https://www.rand.org/content/dam/rand/pubs/research_reports/RR2700/RR2798/RAND_RR2798.pdf

Grading Policy

Student evaluation will consist of the following factors:

- Three quizzes (take home) short essay (30%)
- Discussant Lead paper (20%)
- Class participation (10%)
- Final Paper (10-15) page double-spaced final term paper (40%)

Grading: The final grade in this class will be calculated as follows: 1) 3 essay take home quizzes (take home) 30%; 2) one in-semester discussant lead paper, worth 20%. You will be required to submit this paper on the day you lead the discussion on the assigned topic in class. 3) a final paper, due during the final exam week – 40%; 4) classroom participation (including 10-item chronologies) – 10%. Please see the relevant section below for a description discussant lead requirement. The papers will be graded with letter grades: A, A/B, B, B/C, C, D, F. Those letter grades will be converted into numerical equivalents for calculation of the final grade on the following 100 point scale: A=95, A/B=90, B=85, B/C= 80, C=75, D=65, F=0. Final grades will be assigned according to the following scale: A=90-100, B=80=89, C=70-79, D=60-69, F=below 60).

Late Work Policy

Late work will be penalized unless a legitimate excuse or advance notice is provided. Work that is submitted after the date and time due will lose five points off the total automatically (i.e. a paper with a

numerical grade of 90 becomes a 85) an additional five points will be deleted for every subsequent extra day. Work is considered late if it is not submitted at the time requested **in class**.

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. (See Student Rule 7.)

Course Schedule

Week/Date	Assigned Readings	Discussion	Objectives
Week 1 21 Jan 21 <i>A Century of Humiliation the foundations of National Identity and Nationalism</i>	Readings: <ul style="list-style-type: none"> Jonathan Spence, <i>The Search for Modern China</i>. Chapters: 6,7,11 	Discussion: <p>The “century of humiliation” that China experienced and the enduring legacies that influence current relations with the west.</p> <p>China’s imperial past, culture and tradition.</p> <p>China’s path to identity and state building.</p>	Objectives: <p>By the end of this session, students will be able to:</p> <p>Identify historical impact and influence on China’s current relations with the United States and other nations.</p> <p>Understand the ideational characteristics of Western impact on current Chinese foreign policy</p>
Week 2: 28 Jan 21 <i>WWII Communist & Nationalist struggle and the Civil War</i>	Readings: <ul style="list-style-type: none"> Jonathan Spence, <i>The Search for Modern China</i>. Chapters: 17,18 John Culver; <i>The Unfinished Chinese Civil War</i> 	Discussions: <p>A review of China’s civil war between the Kuomintang and the Communist Party.</p> <p>Identify the legacies of the civil war and impact on U.S.-China relations.</p>	Objectives: <p>Analyze Chinese historical and cultural legacies and understand the evolution of China’s political system.</p>
Week 3: 4 Feb 21 Post WWII US China Conflict and	Readings: <ul style="list-style-type: none"> Alastair Iain Johnson <i>China’s Foreign Policy</i>, Chapter 3, Windows and Wars. 	Discussions: <p>Post WWII left the Nationalists and the Communists stuck in a power struggle. What was the U.S</p>	Objectives: <p>Appraise the political situation within China and assess the</p>

<p>Engagement and the Cold War Era</p> <p>Quiz 1</p>	<ul style="list-style-type: none"> Jonathan Spence, The Search for Modern China Chapter 19. Failure of Chinese Diplomacy, 1950 (Hand-out) 	<p>response to keeping the peace? Was it successful?</p> <p>What were the challenges facing the United States?</p> <p>Did the United States abandon China?</p> <p>With the outbreak of the Korean war, what was the state of U.S. China relations?</p> <p>Did the U.S. miscalculate China's political intentions on the Korean Peninsula?</p>	<p>role of the United States in brokering peace between the CCP and KMT.</p> <p>Understand China's reasons for intervention in the Korean War.</p> <p>Analyze the U.S assessment of China's political and military intentions in the Korean war.</p>
<p>Week 4: 11 Feb 21 <i>Managing US-China Relations during the Cold War: The path to Rapprochement</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> Henry Kissinger, China Chapters 6, 8, 9 Michael Swaine, Managing Sino-American Crises, Chapter 4 & 5 	<p>Discussions:</p> <p>What characterized the relationship between the US and China in the 1950s and 60s?</p> <p>How did the United States View China during the Cold War?</p> <p>What was China's worldview during this period?</p> <p>What factors drove China's decision to communicate with the United States?</p>	<p>Objectives:</p> <p>Understand China's global status in a Bi-polar world.</p> <p>Analyze the sources of conflict between the United States and China</p> <p>Assess the factors that drove the early stages of US-China rapprochement.</p>
<p>Week 5: 18 Feb 21 <i>U.S. establishes formal relations with the People's Republic of China</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> Henry Kissinger, China Chapter 13, 14 Deng's Foreign Policy. China's Foreign Policy Chapter 11, Identity and Conflict in Sino-American Relations. Taiwan Relations Act (Hand-out) 	<p>Discussion:</p> <p>What were the challenges in early stages of recognition?</p> <p>How was the Taiwan issue resolved?</p> <p>How do these early years in the U.S. China relationship shape Identity and Conflict in Sino-American Relations?</p> <p>What are the key components of the TRA, and does it guarantee Taiwan's existence?</p>	<p>Objectives:</p> <p>Argue the pros and cons of American policy of formally recognizing the People's Republic of China.</p> <p>Identify key characteristics of the bilateral relationship in the early years.</p> <p>Understand the informal relations</p>

		<p>Through what mechanisms does the United States maintain relations with Taiwan?</p> <p>How has U.S. relations with Taiwan impacted relations with the PRC?</p>	<p>between the United States and Taiwan.</p>
<p>Week 6: 25 Feb 21 <i>Tianamen Crisis: The end of the Cold War and China's Rise</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> • Thomas Christensen, <i>The China Challenge</i> Chapters 6,7,8 • Henry Kissinger, <i>China</i>. Chapter 15, 17 	<p>Discussion:</p> <p>How does the United States react to Tiananmen?</p> <p>How does the United States manage relations with a rising China?</p> <p>How does cross-strait crisis of 1996 impact U.S. China relations?</p> <p>Is china a partner or an adversary</p>	<p>Objectives:</p> <p>Assess the impact of Tiananmen incident on U.S. China relations and the world.</p> <p>Appraise China's economic and military rise.</p> <p>Argue if China be integrated into the international system.</p>
<p>Week 7: 4 Mar 21 <i>China's entry upon the world stage</i></p> <p><i>Quiz 2</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> • "China: Globalization and the Emergence of a New Status Quo Power?" <i>Asia Perspective</i>, Spring 2008 • <i>New Directions in the Study of China's Foreign Policy</i>, Chapter 9 & 10 	<p>Discussion:</p> <p>China's Shallow integration or full integration?</p> <p>What are the domestic politics of China's WTO accession?</p> <p>What were implications of China's entry into the WTO on U.S.-China relations?</p>	<p>Objectives:</p> <p>Appraise China's economic integration into the globalized world order.</p> <p>Understand the trade relations between China and the U.S.</p>
<p>Week 8 11 Mar 21 <i>China's Political/Military policy ad decision making processes</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> • 2020 Report to Congress of the U.S. China Economic and Security Review Commission. Chapter 2 U.S China Security Relations and China's Military Modernization 	<p>Discussion:</p> <p>Impact of China's military modernization on U.S.-China relations</p> <p>U.S.-Taiwan political security relations</p>	<p>Objectives:</p> <p>Understand China's drive and direction in military modernization.</p>

		U.S. China Military to Military Relations?	Assess the impact of U.S. Arms sales on relations with China. Assess current state of US-China Military Relations.
<p>Week 9: 18 Mar 21 <i>Patterns of Sino-American Crises: Case Study A: The Embassy Bombing in Belgrade</i></p>	<p>Readings: 1. Managing Sino-American Crises Chapter 3, 9, 10</p>	<p>Discussion: How did the Government of China react to the Bombing of the Chinese Embassy? What impact did that have on Sino-American relations? How did the Chinese react via diplomatic channels? How was Chinese nationalism mobilized during</p>	<p>Objectives: Understand the Chinese crisis decision-making process. Understand why the Chinese interpreted this as an act of aggression.</p>
<p>Week 10: 25 Mar 21 <i>Pattern of Sino-American Crises Case Study B: The April 2001 EP-3 Incident</i></p> <p>Quiz 3</p>	<p>Readings: • Managing Sino-American Crises Chapter 11, 12</p>	<p>Discussion: What were the underlying issues surrounding this incident from China’s perspective? What instruments of diplomacy were utilized during this crisis and were they effective? Was China prepared to deal with this unexpected incident?</p>	<p>Lesson Objectives: Assess China’s ability to manage crisis Identify key instruments of diplomacy used by China and the US to solve this problem</p>
<p>Week 11: 1 Apr 21 <i>China’s Maritime Security Interests</i></p>	<p>Readings: • Cases in International Relations: Pathways to Conflict and Cooperation</p>	<p>Discussion: How should the US respond to the Chinese claims in the South China Sea?</p>	<p>Objectives: Survey regional interests in the South China Sea.</p>

	<p>Chapter 2 Power Management in the South China Sea (Hand out)</p> <p>2. Report to Congress; US-China Economic and Security Review Commission Chapter 2, section 3.</p>	<p>What are the competing national interests?</p> <p>What diplomatic tools are being used to defuse tension?</p> <p>What are China's interests and diplomatic strategy?</p>	<p>Identify individual nation claims to the Islands</p> <p>Understand the International Law governing the issues in the South China Sea</p> <p>Understand U.S. and China security interests in the SCS.</p>
<p>Week 12: 8 April 20 <i>China's Belt and Road Initiative</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> Chinese Perspectives on the Belt and Road Initiative: Strategic Rationales, Risks, and Implications 	<p>Discussion:</p> <p>The impact of Belt and Road Initiative (BRI) on the current strategic balance in the Indo-Pacific region</p> <p>How does this program impact U.S. interests in globally?</p>	<p>Objectives:</p> <p>Identify key drivers behind China's BRI program.</p> <p>Identify core elements of the BRI.</p> <p>Assess the impact of the BRI on U.S. interests in the region.</p> <p>Survey alternative approaches to U.S. messaging.</p>
<p>Week 13: 15 Apr 21 <i>China's Foreign Diplomacy challenging the rules based system of International Order</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> What Happens When China Leads the World China and the Rules-Based Order Trace China's Rise to Power 	<p>Discussion:</p> <p>What does the "Century of Humiliation" mean in China's national narratives?</p> <p>How is China changing the diplomatic landscape with it's new Belt and Road Forum?</p> <p>How does this challenge existing rules based international order?</p>	<p>Objectives:</p> <p>Evaluate the "New Silk Road strategy and their approaches.</p>
<p>Week 14: 22 Apr 21 <i>Future of U.S.-China Relations</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> China's Forbearance Has Limits: Chinese Threat and Retaliation Signaling and Its Implications for a Sino-American Military Confrontation 	<p>Discussion:</p> <p>U.S.-China conflict involving Taiwan.</p> <p>U.S.-China conflict in the South China Sea</p>	<p>Objectives:</p> <p>Assess the current conditions of U.S.-China relations</p>

	<ul style="list-style-type: none"> Perception and Misperception in Sino-U.S. Relations. 	Deterrence	<p>Evaluate how China and the U.S. communicate</p> <p>Evaluate U.S. deterrence posture</p>
<p>Week 15: 29 Apr 21 <i>Impact of Decoupling U.S. and China Economy</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> The World that China Wants (III): Taking Chinese Communism Seriously. What Happens when China Leads the World. The Elements of the China Challenge 	<p>Discussion:</p> <p>How will the world react to a bifurcation in economies? Can China compete with the United States in a separate system?</p> <p>What is the nature of the new path and way ahead between China and the United States? A new Cold War?</p>	<p>Objectives:</p> <p>Assess the choices the developing world will have to make in building relations with the U.S. or China?</p> <p>Understand the economic impact of two separate economies on the world stage.</p> <p>Assess the security implications of a bifurcate world.</p>
<p>Week 16: 6 May 21 Final Paper : TBD</p>	<p>Readings: None</p>	<p>Discussion: None</p>	<p>Objectives:</p>

Three Essay Quizzes

Write an essay response paper to your instructor that answers his question (choosing one form the two options for each of the papers). Follow report conventions and written communication best practices you are learning in class. The essay length should be no more than two-three pages double spaced. These essays are analytical, not research-based. You need not read anything but the assigned readings to write them. You do, however, have to think about the assigned readings and the lectures in order to write a good essay. The key to the essay is making an argument and supporting it with references to the readings and lectures. Make sure that when you do refer directly to a reading that you properly cite the author(s). A full citation is not necessary. An abbreviated citation (eg.: Bickerton and Klausner, p. 234) is sufficient. If you do cite a source other than those included in the assigned readings, give the full citation.

Discussant Paper:

Each student will have the opportunity to prepare and lead the class in a discussant role. The assigned student will prepare a short paper 1-2 pages in length. This paper will present the student's assessment of a specified assigned reading related to a problem set impacting US-China relations along with his position on the topic. The student will submit this paper to the instructor and to the other students in the class prior to his presentation and will guide and lead the discussion in class.

Final Paper:

Each student will submit a final paper 10-15 (pages in length) on a topic of their choosing as it relates to U.S.-China relations. This will be a researched based paper and may include any of the class assigned reading materials. Students will submit their topic proposals no later than 15 Feb 2021 to the instructor.

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](#)).

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. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, **for Fall 2020 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.**

Operational Details for Fall 2020 Courses

For additional information, please review the [FAQ](#) on Fall 2020 courses at Texas A&M University.