

POLS 437/537

International Relations of East Asia

Old Dominion University, Spring 2018
TTH 9:30–10:45 am, Batten Arts & Letters 2056
Updated: February 14, 2018

Instructor: Dr. Cathy X. Wu
Office: BAL 7036
Office hours: TTH 1–2:15 pm or by appointment
Email: xwu@odu.edu

Teaching assistant: Raven Showalter
Office hours: by appointment
Email: rshow001@odu.edu

Course Description

East Asia is a dynamic and critical region for world economy and politics in the 21st century. This course is designed to introduce basic concepts, approaches, and fundamental issues in studying East Asian international relations since WWII. Instead of providing a comprehensive analysis of its history, culture, points of conflict, regional economy, and domestic sources of foreign policies, the course focuses on major trends and issues in regional IR—the role of big powers and second-tier powers, source of conflicts and cooperation, regional economic integration and institution building in East Asia. The purpose of the course is to help students understand the dynamics and patterns of international relations in East Asia within a broad geopolitical context and how they can be analyzed with IR concepts and approaches.

- describe historical and cultural context of East Asia politics,
- understand the foreign policies of major powers and their interactions,
- understand the background and evolution of critical regional issues,
- apply concepts and theories to analyze international relations of East Asian, and
- think critically about the roles of history, culture, government and non-government actors in the international relations of East Asia.

Course Requirements

1. Student initiatives

Success in this class requires intensive reading and class participation. The assigned articles and chapters can be quite dense. You must complete and take notes on all assigned readings prior to the class. A rule of thumb is that you will need to spend about 2–3 times the time we meet in class to read and take notes every week.

2. Class participation (10 points)

Active participation in a civil manner is necessary to succeed in this course. Participation grade will be evaluated over the whole semester. Students are expected to engage actively in class by **(i) raising questions about readings and lectures, (ii) answering questions raised by the instructor in class, (iii) participate in discussions and/or debates on the topics provided by the instructor, (iv) contributing to review sessions, and (v) presenting current news of East Asia on a regular basis.** Unless otherwise instructed, students who want to contribute to class discussion must raise hand and wait to be recognized. Questions and comments must be

- related to class and/or the course material;
- respectful of diverse opinions and open to follow up questions and/or disagreement;
- aimed to advancing the discussion about issues related to the course and/or course material rather than personal beliefs;
- delivered in normal tones and a non-aggressive manner.

3. Random quizzes (10 points)

Throughout the course, the instructor will give seven in-class written exercises or quizzes. Written exercises ask students to express your opinion about a question relevant to our course. Quizzes are designed to provide a quick evaluation of how well students understand lectures and/or keep up with readings. A thoughtful response or a correct answer will earn the writer full credit (2 points), a messy, incomplete response will earn half credit (1 point), and no response will earn no credit. Students will earn a maximum of 10 points this way, for 10% of their total grade. Note that the dates for these exercises and quizzes will *NOT* be announced in advance. While *NO* “make ups” are available for this portion of the course, the instructor will offer at least 7 opportunities to earn these 10 points. Students who have already earned 10 points will receive **a point extra credit on the final exam for each additional assignment** (maximum 2).

4. Debate (20 points)

Debates are designed to explore some topics in more depth. In the second week, you will sign up for two debate topics and submit a pre-debate memo **through Blackboard one day before** each debate (e.g. If you sign up for the debate of North Korean Nuclear Issue on February 22, your pre-debate memo will be due by **noon** on February 21). The debate grade is based on the quality of your memo and your debating performance. More information about debate can be found at the end of this syllabus.

5. Short essay (20 points)

You will write two short essays, 2 single-spaced pages long. Each essay will build on the work you prepare for the debate and the feedback you receive during the debate. Please submit a **hard copy** of your essay **a week after** the debate you sign up for (e.g. If you sign up for the debate of North Korean Nuclear Issue on February 22, your short essay will be due in class on March 1). Find more detailed instructions at the end of this syllabus.

7. Exams (20 points for each)

Both of the exams are non-cumulative, closed-book in-class format. The first exam covers the lectures and readings until March 1. The second exam, scheduled on April 26, covers the rest of materials. A study guide will be provided before each exam. There will be a review session before each exam.

Grading

The course grade consists of the following components:

- 10 points: **Class participation**
- 10 points: **Random quizzes**
- 20 points: **Debate**
- 20 points: **Short essay**
- 20 points: **First in-class exam on March 1 (9:30–10:45 am)**
- 20 points: **Second in-class exam on April 26 (9:30–10:45 am)**

There are 100 possible points, which will correspond to the following letter grades:

93-100: A	90-92: A-	87-89: B+	83-86: B
80-82: B-	77-79: C+	73-76: C	70-72: C-
67-69: D+	63-66: D	60-62: D-	0-59: F

The instructor will round up scores of 0.5 and higher, and round down scores of less than 0.5.

Course Policies

- *Classroom Conduct:* Cell phones are to be silenced during class. Please be on time for class. It is inconsiderate and disruptive to arrive late to class or to leave class early. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.
- *Missing Class:* Although there is no attendance point *per se*, missing lectures will prevent you from performing well in the course, for (i) some of lecture materials are not covered in the readings and (ii) you are likely to miss in-class exercises and quizzes, which, again, the instructor does *not* offer “make-ups.”
- *Missing Exams:* In case of illness and personal emergency, the instructor will provide make-up exams **only when provided with proper documentation**. Exams missed due to a university-sponsored event or religious holiday may also be excused, but it is the responsibility of students to inform the instructor of the absence **at least ten days in advance**, with proper documents. Vacation and other social engagements (e.g. weddings) will NOT be excused.
- *Late Submission:* Due to the requirement of peer review, the late submission of your short proposal will NOT be accepted. Late essays will be penalized 5 points per day (on a 100-point scale, see the grading scale on the last page), including weekends and holidays.
- *Grade Appeals:* If you wish to challenge a grade you received on a specific question on an exam or an essay, you must submit a **written note** (email acceptable) explaining why you think you deserve more points within **one week** upon receiving the grades. Otherwise, the instructor will not accept grade appeals. Once the instructor receives your written note, she will regrade the entire exam/essay and your grades may increase, decrease or remain the same.
- *Syllabus changes:* The readings and course schedules are subject to change, but any changes will be announced in class, with an updated syllabus on Blackboard.

Required Readings

All the readings will be available on Blackboard. Students are expected to complete readings by the day for which they are assigned, and are encouraged to meet with the instructor or the TA during office hours to discuss the assigned readings and/or further interest in specific topics.

Course Schedule

Part I: East Asia as a Region: History and Culture

Day 1 (Jan 9): Course Overview

- Read the syllabus before coming to class
- Activity: get familiar with the countries in the region (<http://country.eiu.com/AllCountries.aspx>); for instance,
 - China: <http://country.eiu.com/china>
 - Japan: <http://country.eiu.com/japan>

Day 2 (Jan 11): History in East Asia

- Lucian W. Pye, “International Relations in Asia: Culture, Nation and State” (Gaston Sigur Annual Lecture 1998), available at <https://www2.gwu.edu/~sigur/assets/docs/scap/SCAP1-Pye.pdf> (Read pp.1-12)
- Calder, Kent. 2004 “Securing security through prosperity: the San Francisco System in comparative perspective.” *The Pacific Review* 17(1): 135-157.

Day 3 (Jan 16): Culture and Traditions in East Asia

- Kim, So Young. 2010 “Do Asian Values Exist? Empirical Tests of the Four Dimensions of Asian Values.” *Journal of East Asian Studies* 10(2): 315-344. Skip: pp. 322-329
- Yamazaki, Masakazu. 1996 “Asia, a Civilization in the Making.” *Foreign Affairs* July/August: 106-118.

Day 4 (Jan 18): Theoretical Approaches

- Acharya, Amitav. 2014 “Thinking Theoretically about Asian IR,” in Shambaugh, David, and Michael Yahuda, eds. *International relations of Asia*. Rowman & Littlefield: Chapter 3.
- Recommended: Snyder, Jack. 2004 “One World, Rival theories.” *Foreign Policy* 145: 52-62.

Part II: Major Regional Powers

Day 5 (Jan 23): China

- Shirk, Susan. 2014 “The Domestic Context of Chinese Foreign Security Policies,” in *Oxford Handbook of the International Relations of Asia*, ed. Pekkanen et al, pp. 401-407

- Wang, Jisi. 2011. "China's Search for a Grand Strategy: A Rising Great Power Finds its Way." *Foreign Affairs* 90: 68-79.

Day 6 (Jan 25): China in East Asia

- Saunders, Phillips. 2014 "China's Role in Asia," in Shambaugh, David, and Michael Yahuda, eds. *International relations of Asia*. Rowman & Littlefield: Chapter 6
- Recommended: The Economist 2014. "China's Future." ([Link](#)).

Day 7 (Jan 30): China and the U.S.

- Jia, Qingguo 2005. "Learning to Live with the Hegemon: Evolution of China's Policy toward the US since the End of the Cold War." *Journal of Contemporary China* 14(44): 395-407.
- Nathan, Andrew J., and Andrew Scobell. 2012. "How China sees America: The sum of Beijing's fears." *Foreign Affairs* 91(5): 32-47.

Day 8 (Feb 1): No class

- "Making China Great Again." *The New Yorker*. January 8, 2018. ([Link](#))
- "Journalist: As U.S. Retreats From World Stage, China Moves To Fill The Void." *National Public Radio*. January 3, 2018. ([Link](#))

Day 9 (Feb 6): Japan

- Catalinac, Amy L. 2013. Not Made in China: Japan's Home-grown National Security Obsession. *East Asia Forum* (2 pages)
- Recommended: Catalinac Amy L. 2016. From Pork to Policy: The Rise of Programmatic Campaigning in Japanese Elections. *The Journal of Politics*. 78 (1) :1-18 Skip: pp. 6-13

Day 10 (Feb 8): Japan in East Asia

- Koga, Kei. 2016. "The rise of China and Japan's balancing strategy: critical junctures and policy shifts in the 2010s." *Journal of Contemporary China* 25(101): 777-791.
- Lind, Jennifer. 2009. "The perils of apology: what Japan shouldn't learn from Germany." *Foreign Affairs*: 132-146.

Day 11 (Feb 13): Japan and the U.S.

- Maslow, Sebastian. "A Blueprint for a Strong Japan? Abe Shinzō and Japan's Evolving Security System." *Asian Survey* 55.4 (2015): 739-765.
- Recommended: Hornung, Jeffrey and Michael M. Mochizuki. 2016. "Japan: Still and Exception US Ally." *The Washington Quarterly* 39(1): 95-116.

Day 12 (Feb 15): South Korea

- Eckert, Carter J. 1992. "Korea's Economic Development in Historical Perspective, 1945-1990," in *Pacific Century*, ed. Mark Borthwick. Westview: pp. 287-300.

- Snyder, Scott et al. 2018. “Domestic Constraints on South Korean Foreign Policy.” *Council on Foreign Relations*: pp. 20-37. (Link)

Day 13 (Feb 20): The Korean Peninsula

- Cha, Victor D. 2016. “The North Korea Question.” *Asian Survey* 56(2): 243-269.
- Snyder, Scott et al. 2018. “Domestic Constraints on South Korean Foreign Policy.” *Council on Foreign Relations*: pp. 38-55. (Link)

Day 14 (Feb 22): North Korean Nuclear Issue

- Zhu, Feng. 2017. “China’s North Korean Liability,” *Foreign Affairs*. July 11.
- Muller, Mike, et al. 2018. “A Sharper Choice on North Korea.” *Council on Foreign Relations Independent Task Force Report No. 74*: pp. 12-27. (Link)
- **Debate 1 (tentative): Is imposing sanctions the solution to solving the North Korean nuclear crisis? (pro vs. con)**

Day 15 (Feb 27): Review

- Prepared with questions

Day 16 (March 1): First Exam

Spring Break

Day 17 (March 13): Taiwan

- Chu, Yun-han, and Jih-wen Lin. 2001. “Political development in 20th-century Taiwan: State-building, regime transformation and the construction of national identity.” *The China Quarterly* 165 (March): 102-129.
- Recommended: Zhong, Yang. 2016. “Explaining National Identity Shift in Taiwan.” *Journal of Contemporary China* 25(99): 336-352.

Day 18 (March 15): Cross-Taiwan Strait Relations

- Hu, Weixing. 2012. “Explaining change and stability in cross-strait relations: A punctuated equilibrium model.” *Journal of Contemporary China* 21(78): 933-953.
- Recommended: He, Yinan. 2014. “Identity Politics and Foreign Policy: Taiwan’s Relations with China and Japan, 1895-2012.” *Political Science Quarterly* 129(3): 469-500.

Day 19 (March 20): US-China-Taiwan Relations

- Benson, Brett V. 2012. *Constructing International Security: Alliances, Deterrence, and Moral Hazard*. Cambridge University Press: Chapter 1
- **Debate 2 (tentative): Taiwan’s increasing sense of identity makes unification impossible. (pro vs. con)**

Day 20 (March 22): ASEAN

- Kim, Min-hyung. 2014. "Integration theory and ASEAN integration." *Pacific Focus* 29(3): 374-394.
- Recommended: Narine, Shaun. 2008. "Forty years of ASEAN: a historical review." *The Pacific Review* 21(4): 411-429.

Day 21 (March 27): ASEAN and Great Powers

- Jones, Catherine. 2015. "Great powers, ASEAN, and security: reason for optimism?." *The Pacific Review* 28(2): 259-280.
- Goh, Evelyn. 2011. "Institutions and the great power bargain in East Asia: ASEAN's limited 'brokerage' role." *International Relations of the Asia-Pacific* 11(3): 373-401.
- **Debate 3 (tentative): Has ASEAN Way worked in maintaining regional stability? (pro vs. con)**

Part III: Special Topics

Day 22 (Mar 29): Recent Strategies of Regional Integration (I)

- Rolland, Nadège. 2017. "China's 'Belt and Road Initiative': Underwhelming or Game-Changer?." *The Washington Quarterly* 40(1): 127-142.
- Recommended: Weiss, Martin A. 2017. "Asian Infrastructure Investment Bank (AIIB)." *Congressional Research Service*. February 3. ([Link](#))

Day 23 (Apr 3): Recent Strategies of Regional Integration (II)

- Readings TBD

Day 24 (Apr 5): South China Sea Disputes (I)

- "South China Sea Tensions." *Council on Foreign Relations*. May 14, 2014. ([Link](#))
- Fravel, M. Taylor. 2011. "China's strategy in the South China Sea." *Contemporary Southeast Asia: A Journal of International and Strategic Affairs* 33(3): 292-319.
- Other recommended readings TBD

Day 25 (Apr 10): South China Sea Disputes (II)

- Zhao, Suisheng. 2017. "China and the South China Sea Arbitration: Geopolitics Versus International Law." *Journal of Contemporary China*: 1-15.
- Other readings TBD
- **Debate 4 (tentative): Will South China Sea tensions be escalated to militarized conflicts? (pro vs. con)**

Day 26 (Apr 12): Origins of Chinese Popular Nationalism

- Woods, Jackson S., and Bruce J. Dickson. 2017. "Victims and Patriots: Disaggregating Nationalism in Urban China." *Journal of Contemporary China* 26(104): 167-182.
- Recommended: Yang, Lijun, and Yongnian Zheng. 2012. "Fen qings (angry youth) in contemporary China." *Journal of Contemporary China* 21(76): 637-653.

Day 27 (Apr 17): Foreign Policy Implications of Chinese Popular Nationalism

- Weiss, Jessica Chen. 2013. "Authoritarian Signaling, Mass Audiences, and Nationalist Protest in China." *International Organization* 67(1): 1-35.
- Zhao, Suisheng. 2013. "Foreign policy implications of Chinese nationalism revisited: The strident turn." *Journal of Contemporary China* 22(82): 535-553.

Day 28 (Apr 19): Review

- Prepared with questions

Day 29 (Apr 26): Second Exam

Research Tools:

- Academic Journals: *American Political Science Review, International Organization, International Security, American Journal of Political Science, Journal of Politics, Asian Survey, Pacific Review, Asian Affairs, Journal of East Asian Studies, Journal of Contemporary China, the China Quarterly, International Relations of Asia-Pacific, etc*
- Policy Journals/Think Tanks/Organizations: *Foreign Affairs, the Atlantic, Economist, Foreign Policy, the Washington Quarterly, Brookings Institutions, Council of Foreign Relations, Asia Society, etc*
- News Sources: *New York Times, Washington Post, Guardians, China Daily, South China Morning Post (Hong Kong), Asahi (Japan), Korea Times, etc*

University Policies

Honor Code: The Old Dominion University Honor Code is in effect at all times in this class. Your name on an exam, paper, or homework assignment constitutes your acceptance of the Honor Code:

“I pledge to support the Honor System of Old Dominion University. I will refrain from any form of dishonesty or deception such as lying, cheating, and plagiarism, which are honor violations. I am further aware that as a member of the academic community it is my responsibility to turn all suspected violators of the Honor System. I will report to an Honor Council hearing as summoned.”

Sexual Harassment: Sexual harassment is defined as unwelcomed and unsolicited conduct of a sexual nature, physical or verbal, by a member of the university community of the opposite sex, or the same sex in an official university position. Sexual harassment in any situation is reprehensible. It is the policy of Old Dominion University to provide students and employees with an environment for learning and working which is free of sexual harassment whether by members of the same sex or the opposite sex, which is prohibited by Title IX of the Education Amendments of 1972 and Title VII of the 1964 Civil Rights Act. (For more information: <http://www.odu.edu/content/dam/odu/col-dept/al/docs/6320.pdf>)

Students with Special Needs: Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. The Office of Educational Accessibility is located at 1021 Student Success Center (<http://www.odu.edu/educationalaccessibility/>) and their phone number is (757)683-4655. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester. All students are expected to fulfill all course requirements.

Plagiarism: “A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities, but attempts to take credit for the work of the group.” Plagiarism will not be tolerated in this class. (For more information: <https://www.odu.edu/content/dam/odu/col-dept/al/docs/about-plagiarism2.pdf>)

Course Evaluations: Student opinion surveys are submitted on-line. You will be notified by email when you should evaluate this course. You will need your UIN and password. Please take the time to evaluate this course when asked to do so. All evaluations are anonymous. The link to the Course Evaluation System is available here: <http://www.odu.edu/coursesurvey>.

Email: Students are required to use valid Old Dominion University email accounts to send official information and notices and are held responsible for accessing electronic mail to obtain official University communications. Students should use their secure ODU email account to communicate with professors.

Final Grades: Instructors are not permitted to give out grades via telephone or email. In order to find out what grade you received in this course, you must go to LeoOnline at the university home page: www.leonline.odu.edu. You will need your UIN and password.

Guideline: Debate

In the second week, you will sign up for **two debate topics** (first come first served). You will form a team with another student and face two other students in the class debate. Each student is expected to research the chosen topic with the assigned materials (required and recommended) and beyond. Each debate will be organized with the following format :

- 10 minutes of initial arguments (2.5 minutes for each individual team member)
- 5 minutes of ad-hoc questions and answers by the teams
- 10 minutes of discussion with the class
- 4 minutes of conclusion (1 minute for each individual team member)

Pre-debate memo. Each team member prepares a one-page summary of arguments (a bullet-point list is enough) with a brief annotated bibliography.¹ After each bibliography entry, you must include a sentence of two summarizing how it is relevant to the topic of your choice. Your pre-debate memo must be submitted **through Blackboard one day before** the debate (e.g. If you sign up for the debate of North Korean Nuclear Issue on February 22, your pre-debate memo will be due by **noon** on February 21).

Coordination. You are encouraged to coordinate with your teammate (via email or in person) which arguments each of you presents in class. It will enrich your arguments and prevent you from repeating the same points. Please keep in mind the amount of time you have for presentation.

Evaluation. Your individual debate grade (10 points) is determined by the following criteria:

- 3 points: individual pre-debate memo
 - 0.5 point: outline submitted on time?
 - 1 point: outline focused on the topic?
 - 1 point: quality of outline
 - 0.5 point: annotated bibliography?
- 5 points: individual in-class performance, rated by the instructor
 - 1 point: appeared prepared and organized?
 - 1.5 points: effective presentation style?
 - 1.5 points: pointed and thoughtful responses?
 - 1 point: demonstrated knowledge beyond preparation?
- 2 points: the swing in the audience's opinion

Guideline: Short Essay

Write a 2-page single-spaced essay on each topic you debated in class (**two essays in total**), with the following structure:

¹Bibliography can go beyond the one-page limit

1. Begin with describing the question you explored in your in-class debate in one paragraph. At the end of the first paragraph, provide your key argument in brief.
2. Then develop your argument in more detail and relevant evidence in about **one page**. You may take a different position than what you took in the class debate. Which position you take is of secondary importance, but I want you to build a coherent, theoretically informed argument equipped with relevant empirical support. You should use the required and recommended articles for the given topic in the syllabus as the core of your sources, but go beyond them and find additional material to build your argument.
3. Next, make sure you address and issues that came up during your in-class debate in your paper *if* they are pertinent to your argument. Otherwise, address how you would respond to the alternative position. Spend about **half to two thirds** of a page on this.
4. Finish the paper with a **one-paragraph** conclusion, summarizing your argument to the question and the implications of your argument for any current/future application (e.g. policy implications) of this question.

Important: This assignment is an opportunity and obligation to tie together many of the ideas and topics you have encountered in this class, from “big” IR theories to bargaining and institutional design. I expect that you reference at least **three** of these topics and ideas (including the debate topic of your choice). **Papers based simply on opinion without referencing the ideas discussed in class throughout the semester will not receive a passing grade.**

Sources: All sources must be properly cited in this paper, using the Chicago Manual of Style author-date guidelines (See examples at <http://goo.gl/RL7Yk8>; choose the “author-date” tab).² Your writings should be analytic, insightful, creative, and integrate previous readings and your knowledge of the field. Do not regurgitate any of the readings or well-known arguments. Instead, use your theoretical and empirical knowledge creatively to argue for the position you have taken. Excellent papers will make clear points and tell the reader something new and enlightening.

Purpose: Think of this assignment as a practice for writing concise briefs later in your professional career. Writing this position paper will ideally deepen your understanding of a controversial issue and improve your analytical and persuasive writing skills. You should write to inform and to persuade.

Submission: Please submit a **hard copy** of your essay **a week after** the debate you sign up for (e.g. If you sign up for the debate of North Korean Nuclear Issue on February 22, your short essay will be due in class on March 1). The specific deadline of your topic can be found on Blackboard.

Evaluation of your essay will follow the six criteria below:

- Consistency and coherence
- Quality of evidence
- Style
- Synthesis of source materials
- Relevance (or your ability to clarify why readers should care about your argument)
- Creativity

²Always check with the instructor or TA if you are not sure whether a source is considered “reliable.”