

POLS 437

International Relations of East Asia

Old Dominion University, Spring 2021

TTH 3:00–4:15 pm (Synchronous Online Course)

Updated: Jan 10, 2021

Instructor: Dr. Cathy X. Wu

Office hours: TTH 1–2:15 pm or by appointment

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To set up an appointment: <https://calendly.com/cxwu/spring2021>

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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. You will learn to

- 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.

Support for Online Classes

- General tips for online learning: <https://threadreaderapp.com/thread/1239490473556877312.html>
- Remote Learning at ODU: <https://www.odu.edu/academics/student-computing/remote-learning>

- Zoom, Team, or Drive: <https://www.odu.edu/content/dam/odu/offices/occs/docs/zoom-students.pdf>
- Blackboard Tips: <https://www.odu.edu/content/dam/odu/offices/occs/docs/bb-students-best-practices.pdf>
- Blackboard Discussion Boards: <https://ualr.edu/blackboard/welcome/how-to/discussions/>
- Blackboard Tests: <https://ualr.edu/blackboard/welcome/how-to/bb-tests/>

Course Requirements

Due to COVID-19, we will conduct online seminars “synchronously” via Zoom.

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 in class or on Blackboard, (iv) contributing to review sessions, and (v) presenting current news of East Asia on a regular basis.** During the zoom sessions, students can use the “chat” function or click the “raise hand” button to speak. Questions and comments should 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 written exercises or quizzes on Blackboard. 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 readings.

Students will earn a maximum of 10 points this way, accounting for 10% of their total grade. Students must complete the quizzes before the designated deadlines to receive credits. **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.**

While NO “make ups” are available for this portion of the course, the instructor will offer **at least 6 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. Online debate (20 points)

Debates are designed to explore some topics in more depth. Each student must sign up for one debate topic (see the course schedule later). All students are required to participate in debates on the discussion board on Blackboard, but they are also strongly encouraged to conduct debates synchronously via Zoom. The debate grade is based on the quality of your memo and your debating performance. See page 11-13 for more information about the debate.

5. Short essay (20 points)

You will write one short essay, 3-4 single-spaced pages long. The essay will build on the work you prepare for the debate and the feedback you receive during the debate. Please upload an electronic copy of your essay on Blackboard **a week after** the debate you participate (e.g. If you sign up for the debate on the US-China decoupling on April 15, your short essay will be due in class on April 22). Depending on the debate topic you sign up for, each student will have a specific deadline for the essay.

6. Exams (20 points for each)

The exams are **non-cumulative, closed-book in-class** format. The first exam, scheduled on March 9, covers the lectures and readings until February 25. The second exam, scheduled on April 27, covers the rest of materials. There will be a study guide and 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 exam on March 9 (75 minutes)**
- 20 points: **Second exam on April 27 (75 minutes)**

There are 100 possible points, which will correspond to the following letter grades:
The instructor will round up scores of 0.5 and higher, and round down scores of less than 0.5.

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

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. 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 19): Course Overview

- No readings

Day 2 (Jan 21): History in East Asia

- Lucian W. Pye, "International Relations in Asia: Culture, Nation and State" (Gaston Sigur Annual Lecture 1998), <https://www2.gwu.edu/sigur/assets/docs/scap/SCAP1-Pye.pdf> (Read pp.1-12)
- Recommended: Yamazaki, Masakazu. 1996 "Asia, a Civilization in the Making." *Foreign Affairs* July/August: 106-118.

Day 3 (Jan 26): Culture and Traditions in East Asia

- Lucian W. Pye, "International Relations in Asia: Culture, Nation and State" (Gaston Sigur Annual Lecture 1998), <https://www2.gwu.edu/sigur/assets/docs/scap/SCAP1-Pye.pdf> (Read pp.12-21)
- Recommended: 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

Day 4 (Jan 28): Theoretical Approaches I

- 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.

Day 5 (Feb 2): Theoretical Approaches II

- Finish the required readings in Part I if you have not done yet.

Part II: Major Regional Powers

Day 6 (Feb 4): China

- Watch a documentary on China by Al Jazeera English (Part I: <https://youtu.be/KCwibvjj0jE>; Part II: https://youtu.be/P0_QeD4W98A). *No Zoom meeting*.
- Recommended: "Making China Great Again." ([Link](#))

Day 7 (Feb 9): China's foreign relations

- 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
- Recommended: Saunders, Phillips. 2014 “China’s Role in Asia,” in Shambaugh, David, and Michael Yahuda, eds. *International relations of Asia*. Rowman & Littlefield: Chapter 6

Day 8 (Feb 11): China’s foreign relations (cont.); Japan

- 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 9 (Feb 16): Japan’s foreign relations

- Bowen, Roger W. 1992. “Japan’s Foreign Policy.” *PS: Political Science and Politics*. 25(1): 57-73. Skip: pp 68-73
- Catalinac, Amy L. 2013. Not Made in China: Japan’s Home-grown National Security Obsession. *East Asia Forum* (2 pages)

Day 10 (Feb 18): Japan and the U.S.

- Solis, Mireya. 2019. “US-Japan relations in the era of Trump.” Brookings Institute ([Link](#)).
- Recommended: Hornung, Jeffrey and Michael M. Mochizuki. 2016. “Japan: Still and Exception US Ally.” *The Washington Quarterly* 39(1): 95-116.

Day 11 (Feb 23): The Korean Peninsula

- Cha, Victor D. 2016. “The North Korea Question.” *Asian Survey* 56(2): 243-269.
- Recommended: Snyder, Scott et al. 2018. “Domestic Constraints on South Korean Foreign Policy.” *Council on Foreign Relations*: pp. 20-55. ([Link](#))

Day 12 (Feb 25): North Korean Nuclear Issue

- 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](#))
- Recommended: Zhu, Feng. 2017. “China’s North Korean Liability,” *Foreign Affairs*. July 11.
- ***Debate 1 (tentative): Is denuclearization in the Korean Peninsula possible? (Yes vs. No)***

Mar 2: Reading Day

Day 13 (Mar 4): Review

- Prepared with questions

Day 14 (Mar 9): First Exam

Day 15 (Mar 11): Taiwan

- Bush, Richard, and Shelley Rigger. 2019. “The Taiwan issue and the normalization of US-China relations.” Brookings Institute ([Link](#)).
- Recommended: 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.

Day 16 (Mar 16): Cross-Taiwan Strait Relations

- Watch a documentary on the US-Taiwan-China relations: <https://youtu.be/h97kHfPnHZk>. *No Zoom meeting.*
- Templeman, Kharis. 2019. “Taiwan’s January 2020 elections: Prospects and implications for China and the United States.” Brookings Institute ([Link](#)). pp 1-15.

Day 17 (Mar 18): Cross-Taiwan Strait Relations (cont.)

- Bush, Richard. 2019. “From persuasion to coercion: Beijing’s approach to Taiwan and Taiwan’s response.” Brookings Institute ([Link](#)).
- Recommended: Hu, Weixing. 2012. “Explaining change and stability in cross-strait relations: A punctuated equilibrium model.” *Journal of Contemporary China* 21(78): 933-953.
- ***Debate 2 (tentative): Will the tensions across the Taiwan Strait continue to escalate within the next one or two years? (Yes vs. No)***

Day 18 (Mar 23): India

- Paul, T.V. 2014. “India’s Role in Asia,” in Shambaugh, David, and Michael Yahuda, eds. *International relations of Asia*. Rowman & Littlefield: Chapter 7.

Day 19 (Mar 25): India (cont.)

- Readings TBD

Day 20 (Mar 30): ASEAN

- Kim, Min-hyung. 2014. “Integration theory and ASEAN integration.” *Pacific Focus* 29(3): 374-394.

Day 21 (Apr 1): Regional Integration

- Petri, Peter A., and Michael G. Plummer. 2020. “East Asia Decouples from the United States: Trade War, COVID-19, and East Asia’s New Trade Blocs.” PIIE Working Paper ([Link](#)). Read: pp. 1-9, 20-27.

Part III: The Role of the U.S.

Day 22 (Apr 6): The U.S. and East Asia

- Calder, Kent. 2004 “Securing security through prosperity: the San Francisco System in comparative perspective.” *The Pacific Review* 17(1): 135-157.

Day 23 (Apr 8): The U.S. and East Asia (cont.)

- Petri, Peter A., and Michael G. Plummer. 2020. “East Asia Decouples from the United States: Trade War, COVID-19, and East Asia’s New Trade Blocs.” PIIE Working Paper ([Link](#)). Read: pp. 10-19.
- ***Debate 3 (tentative): Should the U.S. return to the Trans-Pacific Partnership? (Yes vs. No)***

Day 24 (Apr 13): U.S.-China Trade War

- Watch a documentary on US-China Trade War (TBD). *No Zoom meeting*.
- Getting familiar with the timeline: <https://www.piie.com/research/piie-charts/us-china-trade-war-tariffs-date-chart>.

Day 25 (Apr 15): U.S.-China Trade War (cont.)

- ***Debate 4 (tentative): Will the US and China continue to decouple during the Biden administration? (Yes vs. No)***

Day 26 (Apr 20): Topic TBD

- Readings TBD

Day 27 (Apr 22): Review

- Prepared with questions

Day 28 (Apr 27): 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 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. Find more information at <http://www.odu.edu/educationalaccessibility/>.

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.leoonline.odu.edu. You will need your UIN and password.

COVID-19 Response: If you are experiencing any symptoms of a possible COVID-19 infection or have come into contact with someone with COVID-19, please do not come to class. In addition, you must report your symptoms using the COVID-19 daily check-in text app. If you show symptoms, immediately self-isolate and follow appropriate guidance on when and where to seek medical care. Take every precaution to mitigate potential spread to fellow students, ODU faculty, staff, and others in the community.

If you need to quarantine or isolate, please inform your instructor so that he or she can adjust assignments and provide the level of support necessary to help you succeed in class. Your professor will make accommodations to help you learn the course material and succeed in the class if you are unable to attend due to Covid-19. If necessary, your instructor will suspend in-person classes for a 14-day period to reduce the possibility of community spread. If the instructor shows signs of COVID-19 infection and needs to quarantine or isolate, class will be immediately moved online for a minimum of 14 days. Instruction will continue online until the quarantine/isolation period has ended and/or conditions warrant a return to in-person instruction.

Your best action, as a Monarch, is to protect your peers! If in doubt, immediately isolate and report symptoms of COVID-19.

Guideline: Debate

You will sign up for **one debate topic** (first come first served). You will form a team with another student (or more) and face the other team in the class debate. Each student is expected to research the chosen topic with the assigned materials (required and recommended) and beyond. All students are required to participate in debates on the discussion board on Blackboard, but they are also strongly encouraged to conduct debates synchronously via Zoom.

If conducted via **Zoom**, each debate will be organized as follows (subject to adjustment):

1. 10 minutes of opening arguments (2.5 minutes for each individual team member)
2. 5 minutes of ad-hoc questions and answers by the teams
3. 10 minutes of discussion with the class
4. 4 minutes of conclusion (1 minute for each individual team member)

Regardless of the zoom debates, students are **required** to participate in debates asynchronously on **Blackboard**. I will create a debate forum/thread on the Discussion Board. Here is what you are required to do to participate in asynchronous debate:

1. In the designated forum/thread, post your **opening argument by noon** on the day of your debate.¹ Your argument should be no more than 500 words. Note that each team member will have his/her own thread to present the argument.
2. I will solicit questions during the zoom meetings and create a Q&A thread in the forum by 5 pm. You can address these questions and defend your position.
3. Meanwhile, you can also respond to the other side by replying to a post under the thread of his/her argument.
4. All the exchanges and Q&A will end **by noon the next day**, which, hopefully, offer you more flexibility to participate. After that, I will immediately send out a survey to the entire class to assess the debate result. If fewer than 20% of the students complete the survey by midnight that day, TA and I will evaluate your arguments and responses and decide which side wins.

Coordination. You are encouraged to coordinate with your teammate what arguments each of you presents in class. It will enrich your arguments and prevent you from repeating the same points. Nonetheless, each student will receive his/her own grade.

Evaluation. Your individual debate grade (20 points) is determined by the following criteria:

- 5 points: the open statement on the discussion board

¹If you submit your argument a little late, that's fine but please make your argument available on Blackboard before 3 pm so we can all assess your argument in class.

- 1 point: submission on time (by noon on the debate day)
 - 2 points: whether the argument is clear and focused
 - 2 points: the overall quality of the argument
- 10 points: Follow-up debates/responses throughout the day
 - 5 points: Raise questions to the other side and address the questions from the other side
 - 5 points: Address the questions raised by your classmates on the discussion board
- 5 points: the winning team gets 5 points, whereas the other team receives 3 points.

Guideline: Short Essay

Write a 3-4 page essay (single-spaced) on the topic you debated in class, with the following components:

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. 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.
4. Finish the paper with a conclusion, which summarizes your argument and discusses how your argument implies to any current/future application of this question (e.g. policy suggestions).

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.

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). 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.

Submission: Please upload an electronic copy of your essay on Blackboard **a week after** the debate you participate (e.g. If you sign up for the debate on the US-China decoupling on April 15, your short essay will be due in class on April 22). The specific deadline of your topic can be found on the “Assignment” tab on Blackboard.

Evaluation of your essay will follow the five criteria below:

- Coherence of structure
- Quality of arguments
- Quality of supporting evidence
- Quality of addressing counterarguments
- Overall style