

# International Relations of Asia

## Section 1

Instructor/Title	Dr. Wolf Hassdorf
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### 【Course Outline / Description】

The international relations of Asia have evolved rapidly and are taking center stage in global politics. As one of the world's most vital regions, East Asia embodies explosive economic growth and vibrant societies, but also conflicting national interests and strategic competition among major powers, challenging regional stability. The course will analyze the increasing complexity of international relations in East Asia. It will emphasize strategic aspects in interstate relations related to growing tensions about security and concerns about possible conflict in the region. It covers major theories to understand the international relations of East Asia, the historical background, the major actors in East Asian politics (US, China, Japan, India), the Taiwan issue, the Korean peninsula, regional cooperation and the impact of globalization on the region.

The course will start with a historical-theoretical overview. The second part will cover the relationship and growing rivalry between the three great powers framing the international relations of the region: the USA, China and increasingly India. This will set the stage for reviewing two key strategic issues in regional security politics: the South China Sea and Taiwan. Next we will cover the international relations of Japan in the region, its relationship with China and the Korean peninsula. The last section of the course will discuss the economic and security dimension of Asian regionalism.

## Section 2

### 【Course Objectives/Goals/Learning Outcomes】

By the end of this course students will have acquired the knowledge and competence to systematically analyze the international politics of East Asia. They will be able to understand where the region is headed. They will have developed a multidimensional understanding of the region's political actors, structures and main policy issues. They will be able to apply theory and historical knowledge to reflect on the unique nature the East Asian international relations and the challenges the region faces.

## Section 3

### 【Class Schedule/Class Environment, Literature and Materials】

### Course Schedule:

	Schedule of Instruction	Work Outside of Classroom Activities
Class 1	Introduction of the course	Read syllabus carefully and prepare questions regarding the course.
Class 2	CLASS DISCUSSION:  What do we know about East Asian international politics? History, Actors, Structures, Challenges	READING: 'International Relations in Asia: A multidimensional analysts', Ch. 1 in: Shambaugh (2014)
Class 3	LECTURE:  The international relations of East Asia from a historical perspective	READING: 'The evolving Asian system: three transformations', Ch. 2 in: Shambaugh (2014)
Class 4	STUDENT-LED CLASS (Group work):  History: The People's Republic of China, Japan, Korea (Quiz on Ch 2)	READING: 'The evolving Asian system: three transformations', Ch. 2 in: Shambaugh (2014)
Class 5	LECTURE:  International Relations Theories about Asia	READING: 'Thinking Theoretically about Asian IR', Ch. 3 in: Shambaugh (2014)
Class 6	STUDENT-LED CLASS (Group work):  Is there a need for non-Western International Relations Theory to understand East Asia? (Quiz on Ch 3)	READING: 'Thinking Theoretically about Asian IR', Ch. 3 in: Shambaugh (2014)  Group Work:  Kang (2003) 'Getting Asia Wrong' vs. Mearsheimer (2014) 'Can China Rise Peacefully?'
Class 7	LECTURE:  External power: the United States in East Asia	READING: 'The United States in Asia: Durable Leadership', Ch. 4 in: Shambaugh (2014)
Class 8	STUDENT-LED CLASS (Group work):	READING: 'The United States in Asia:

	The U.S. Alliance System in Asia (Quiz on Ch.4)	<p>Durable Leadership', Ch. 4 in: Shambaugh (2014)</p> <p>GROUP WORK:</p> <p>Katzenstein: 'Why is there no NATO in Asia?' (Article Blackboard)</p> <p>Cha: Lecture 'Powerplay: The Origins of the American Alliance System in Asia':</p> <p><a href="https://www.carnegiecouncil.org/studio/multimedia/20161021-powerplay-the-origins-of-the-american-alliance-system-in-asia">https://www.carnegiecouncil.org/studio/multimedia/20161021-powerplay-the-origins-of-the-american-alliance-system-in-asia</a></p> <p>(Transcript Blackboard)</p>
Class 9	LECTURE:  China in East Asia: a rising global power	READING: 'China's role in Asia: attractive or assertive?', Ch. 6 in: Shambaugh (2014)
Class 10	STUDENT-LED CLASS (Group work):  China's domestic politics: the Party-State – history and future scenarios (Quiz on Shambaugh, Ch. 6)	<p>READING: 'China's role in Asia: attractive or assertive?', Ch. 6 in: Shambaugh (2014)</p> <p>GROUP WORK: 'China's Polity', Ch. 4 in: Shambaugh (2016) 'China's Future' (handout)</p>
Class 11	LECTURE:  India as a regional power	READING: 'India's role in Asia: a rising regional power ', Ch. 7 in: Shambaugh (2014)
Class 12	STUDENT-LED CLASS (Group work):  India-Japan relations (Quiz on Shambaugh, Ch. 7)	READING: 'India's role in Asia: a rising regional power ', Ch. 7 in: Shambaugh (2014)
Class 13	REVIEW SESSION:	READING: Blackboard posting: 'How to write an argumentative essay'

	How to write the long essay? Topics, structure etc.	
Class 14	STUDENT-LED CLASS (Group work):  The Trump-Kim Jong Un Summit	READING: Rigger (2010) 'Taiwan', in Joseph, 'Politics in China', Ch. 17; Lee (2015) 'China's strategy towards Taiwan' (handout)
Class 15	LECTURE:  Taiwan in the regional and international setting	READING: Rigger (2010) 'Taiwan', in Joseph, 'Politics in China', Ch. 17; Lee (2015) 'China's strategy towards Taiwan' (handout)
Class 16	STUDENT-LED CLASS:  The South China Sea dispute  (Quiz on Taiwan reading [Rigger 2010]).	In-class group work and discussion
Class 17	LECTURE:  Japan's international relations in Asia	READING: 'Japan's role in Asia: searching for certainty', Ch. 8 in: Shambaugh (2014)
Class 18 (Apr 3)	STUDENT-LED CLASS:  The Rohingya Crisis (Quiz on Shambaugh, Ch. 8)	READING: 'Japan's role in Asia: searching for certainty', Ch. 8 in: Shambaugh (2014)
Class 19	LECTURE:  Regional Challenges and Japan's Grand Strategy	Hughes, C.W. (2016) 'Japan's Resentful Realism 'and Balancing China's Rise'
Class 20	VIDEO/DISCUSSION:  CNN Video on life and society in North Korea	Hughes, C.W. (2016) 'Japan's Resentful Realism' and Balancing China's Rise'
Class 21	LECTURE:  The Korean Peninsula: challenges to regional security	READING: 'The Korean Peninsula and Northeast Asian stability', Ch. 12 in: Shambaugh (2014)

	(Quiz on Hughes)	
Class 22	STUDENT-LED CLASS (Group work):  Japan's regional economic strategy	READING: 'The Korean Peninsula and Northeast Asian stability', Ch. 12 in: Shambaugh (2014)
Class 23	VIDEOS: Kang versus Cha  David Kang: Enduring Truths about North Korea (1/2/3)  Victor Cha: the North Korea Challenge  (Quiz on Shambaugh, Ch. 12)	READING: Pollack (2016) 'Order at Risk: Japan, Korea and the Northeast Asian Paradox' (No Quiz on this text!)
Class 24	STUDENT-LED CLASS (Group work):  How to manage the North Korean nuclear challenge?	READING: 'ASEAN and Southeast Asia: remaining relevant', Ch. 9 in: Shambaugh (2014)
Class 25	LECTURE:  Regional economic institutions and East Asian Security	READING: 'ASEAN and Southeast Asia: remaining relevant', Ch. 9 in: Shambaugh (2014)
Class 26	STUDENT-LED CLASS (Group work):  China's regional economic strategy: The 'Belt Road Initiative' (BRI or 'One-Belt-One Road' OBOR)  (Quiz on Shambaugh Ch. 9)	READING: 'One Belt-One Road – China's Great Leap Outward' (2015) (Blackboard)  GROUP WORK: watch BBC Documentary 'Our World 2017 China New Silk Road' (23 min) <a href="https://www.youtube.com/watch?v=qh_b8tfu7m1c">https://www.youtube.com/watch?v=qh_b8tfu7m1c</a>
Class 27	VIDEO PRESENTATION: China's BRI and Europe: 'China's Belt Road Initiative and the New Eurasian Order' (William Callahan)	READING: John Lee (2018) 'China's Trojan Ports' (Hudson Institute) available at:

	<a href="https://www.youtube.com/watch?v=EHQF0Tvk77E">https://www.youtube.com/watch?v=EHQF0Tvk77E</a>	<a href="https://www.hudson.org/research/14717-china-s-trojan-ports">https://www.hudson.org/research/14717-china-s-trojan-ports</a>
Class 28	intelligenceSquared debate (Video):  'How should the U.S. respond to the rise of China?'	YouTube video: intelligenceSquared debate: 'Unresolved: Face-off with China' (September 2017) <a href="https://www.intelligencesquaredus.org/debates/unresolved-face-china">https://www.intelligencesquaredus.org/debates/unresolved-face-china</a>
Class 29	A US 'Trade War' with China? What are the underlying issues? (Student-led class)	In-class group work using web-resources. Class Discussion.
Class 30	REVISION :  Revision for the final exam : review of the course content	REVISE: ppts, class notes, and especially the core readings, practice argumentative essay writing.

### Course Organization:

The course combines lectures by the course instructor with student-led classes (group work) and class discussion. Each class has a core reading assignment: a key journal article or sections of a textbook chapter. Students have to read the assigned core reading *before* class. Knowledge of the reading assignments will be tested in quizzes. Students will be required to participate in group work and presentations. They are expected to form their own opinions and actively partake in class discussion.

The course has two weekly class sessions of 90 minutes each. As a rule, Session A will start with a 5-10 minutes review of East Asian current affairs of the week by an individual student (Current Affairs Review). Students should make use of the on-line current affairs sources on Asia given above. The current affairs review will be followed by a lecture by the course instructor on the weekly topic, followed by class discussion.

Session B is a student-led active learning experience to expand on the topic of the lecture (Session A). The class will be split up in student teams. Teams will prepare short presentations on their respective topics. Preparation time (using on-line sources) will be 20 minutes max. Team presentations (by a speaker of each team) should be not more than 5 min per team. The presentations will be followed by class discussion. Finally the session will be wrapped up by the instructor reviewing the learning attainments of the section.

### 【Textbooks/Reading Materials】

#### Textbook

Shambaugh, David, and Michael Yahuda, eds, 2014. *The International Relations of Asia*, 2<sup>nd</sup> edition. Lanham, Md: Rowman & Littlefield Publishers (available as Kindle e-book)

## Recommended Readings

- Auslin, Michael R. 2017. *The End of the Asian Century: War, Stagnation, and the Risks to the World's Most Dynamic Region*. New Haven & London: Yale University Press.
- Ayres, Alyssa. 2018. *Our Time Has Come: How India is Making Its Place in the World*. Oxford: Oxford University Press.
- Ba, Alice D. 2009. *(Re)negotiating East and Southeast Asia: region, regionalism, and the Association of Southeast Asian Nations*. Stanford, Cal.: Stanford University Press.
- Calder, Kent E., and Min Ye. 2010. *The Making of Northeast Asia*. Stanford, Cal.: Stanford University Press.
- Goldstein, Avery, and Edward D. Mansfield, eds, 2012. *The Nexus of Economics, Security, and International Relations in East Asia*. Stanford, California: Stanford Security Studies, an imprint of Stanford University Press.
- Grimes, William W. 2009. *Currency and contest in East Asia: the Great Power Politics of Financial Regionalism*. Ithaca: Cornell University Press.
- Haggard, Stephan. 2000. *The political economy of the Asian financial crisis*. Washington, DC: Institute for International Economics.
- Ikenberry, G. John, and Chung-in Moon. 2008. *The United States and Northeast Asia: debates, issues, and new order*. Lanham, Md: Rowman & Littlefield.
- Joseph, William A., ed., (2010). *Politics in China: An Introduction*. Oxford: Oxford University Press.
- Kang, David C. 2007. *China rising: peace, power, and order in East Asia*. New York: Columbia University Press.
- Pollack, Jonathan D. 2016. *Order at Risk: Japan, Korea and the Northeast Asian Paradox*. Asia Working Group: Paper 5, The Brookings Institution. [https://www.brookings.edu/wp-content/uploads/2016/09/fp\\_20160901\\_northeast\\_asian\\_paradox\\_v2.pdf](https://www.brookings.edu/wp-content/uploads/2016/09/fp_20160901_northeast_asian_paradox_v2.pdf)
- Rigger, Shelley. 2011. *Why Taiwan matters: small island, global powerhouse*. Lanham: Rowman & Littlefield.
- Samuels, Richard J. 2007. *Securing Japan: Tokyo's grand strategy and the future of East Asia*. Ithaca: Cornell University Press.
- Shambaugh, David, ed., 2012, *Tangled Titans: The United States and China*. Lanham: Rowman & Littlefield.
- Shambaugh, David. 2016. *China's Future?* Cambridge: Polity Press.
- Shirk, Susan L. 2007. *China: fragile superpower*. Oxford: Oxford University Press.
- Tan, Andrew T. H., ed., (2015). *Security and Conflict in East Asia*. New York: Routledge.
- Yahuda, Michael. 2011. *The International Politics of the Asia Pacific*, Third and revised edition. Hoboken: Taylor & Francis.
- Yahuda, Michael. 2013. *Sino-Japanese Relations After the Cold War: Two Tigers Sharing a Mountain*. New York: Routledge.

## Section 4

### 【Learning Assessments/Grading Rubric】

#### Grading

Final Exam	30%
Weekly Quizzes (instead of midterm exam)	10%
Writing Assignment (Essay)	25%
Group Work and Presentations	35%

Group work refers to student groups preparing and leading class discussion and the preparation and presentation of individual economic affairs reviews. Students must do at least one current affairs review and participate in one group work presentation.

Weekly quizzes (multiple choice) will have 4 questions each. The max score for a quiz is 100 points. Simple taking the quiz (being present) will get students a base score of 40 points. For each correctly answered question students will gain an additional 15 points. (all 4 questions answered correctly = 60 points).

The final exam will be in the format of argumentative essay writing. Students will have to answer two out of 9 exam questions (related to the weekly topics). The final exam will be preceded by a review session. Finally, a 1500-2000 word paper individually written by students has to be submitted as hard copy to the instructor in the beginning of class meeting 28. Essay topics must relate to the course topic, but the exact focus can be chosen individually by students in line with their research interests, in coordination with the instructor.