

**Instructor:** Phillip Stalley  
**Instructor's office:** 990 Fullerton, Room 2206  
**Class time & location:** M/W: 9:40-11:10 a.m., Levan 504  
**Office Hours:** T/Th: 9:00-10:30 a.m. & by appointment  
**Phone:** (773) 325.4179  
**Email:** [pstalley@depaul.edu](mailto:pstalley@depaul.edu)

### **Course Description:**

East Asia will exert a profound influence on the course of global history in the 21<sup>st</sup> century. It is home to one recognized nuclear power and one illicit nuclear state. China's military spending, which by some accounts is second only to the United States, is increasing in tandem with its rapid economic growth. North Korea's frequent defiance of the international community in its pursuit of nuclear weapons, and the ongoing dispute over the status of Taiwan, represent two of the most dangerous conflicts in international politics. Although geographically distant, these potential hotspots are by no means peripheral to the US national interest as evidenced by the approximately 100,000 American troops stationed in Japan and Korea.

This course surveys the international relations of China, Japan, North and South Korea. For each country, we analyze the basic historical background shaping foreign relations, introduce the external and domestic influences on foreign policy, and identify emerging international challenges. We examine both the economic and military-security dimensions of Asian foreign relations.

\*\*This course can be counted toward the Global Asian Studies Minor as AAS 246 or International Studies as INT 330.

### **Course Objectives:**

This course has two goals. The first is to familiarize you with the main issues, questions, and debates in East Asian international relations. The second is to help each of you enhance your critical thinking skills. I am less concerned with the content of your views than with the process through which you draw your conclusions. You can decide, for example, that China is an imminent and inevitable threat to American interests in East Asia. Or, you can draw the opposite conclusion that China is a potential ally and a force for long-term stability in the Asia-Pacific region. What is most important is that you examine arguments—both your own and others'—with a critical eye. This involves exploring underlying assumptions, presenting evidence to support your claims, considering alternative points of view, and thinking through the implications of your conclusions.

## Reading Materials:

In each class session, you will typically be required to read 3-4 articles or book chapters. These readings will typically be available via e-reserve. A link to the e-reserve system is available on D2L. There is **one recommended** text for this course. There are many copies available via Amazon:

- Yahuda, Michael. 2011. *The International Politics of the Asia Pacific (Third Edition)*. New York. Routledge. (an updated 4<sup>th</sup> edition will be available in early 2019)

This text is recommended for those of you who have very little familiarity with the history of East Asia. There are no assigned chapters from the volume, but I recommend the book if you want a straightforward chronological account of the relevant history.

## Desire to Learn (D2L):

We will make frequent use of D2L. A copy of the syllabus, as well as many other course materials including assignments and readings will be posted on D2L. D2L will be updated frequently, so you should visit it often.

In class, I use power point and will typically (but not automatically) make my power point lecture slides available via D2L. **It is important that you recognize that these slides are intended to help you take better notes, not to serve as a substitute for your own.** There is no guarantee that I will post them.

If you have a question about the class (e.g. when is the final exam?), please check D2L before contacting me. It is very likely that your answer is there.

All written assignments completed outside class should be turned in via a dropbox in D2L. I do not need hard copies. If you submit any assignment after the deadline, you should submit your assignment to the “late work” dropbox.

## Grades:

- Midterm (30%)
- Research paper (30%)
- Research Paper deadlines (10%)
- News Presentation (5%)
- Reading Presentation (5%)
- Attendance (5%)
- Quizzes and Participation (15%)
- Final: bonus (*see explanation below*)

**Reading.** Like most social science courses, this class will require you to spend several hours a week reading. You are expected to read all assignments before class and to come prepared to discuss the readings. Discussion is a significant component of the class and you must do the reading if you are to be an active participant. The particular form of discussion will change from class to class. Sometimes I will randomly call on students, other times we will have a debate or small group discussions. As you look at the syllabus, you will notice that on most classes you will have several different readings. It is very difficult to keep the various authors' arguments clear without taking notes, so **I strongly suggest you take notes on the reading and bring your readings notes to class.**

In addition to the assigned readings, you are expected to keep up with Asia-related news preferably by reading a newspaper such as the *Chicago Tribune*, *New York Times* or *Wall Street Journal*. You should not feel pressured to digest every resource available; you simply need to stay abreast of current events. If some particular article or op-ed piece catches your interest, I encourage you to email it to me or bring it to class for discussion. Typically one question on the midterm and final is based on events that occur during the course of the quarter.

**Midterm (30%) and final exam.** The midterm exam will be based on materials presented in the reading and/ or in lecture and will consist of short-answer questions (multiple choice, true/false, etc.) as well as essay questions. Because the research paper will consume much of your time and energy at the end of the quarter, the final exam is optional. You are not required to take it. However, students who take the final exam may earn bonus points on their overall grade in the course. The amount of bonus depends on your performance, as follows:

Final Exam Score	Points added to overall course grade
<77 (C)	0
78-82 (C+, B-)	1
83-89 (B, B+)	2
90+ (A-, A)	3

**Research Paper (30%) + related assignments (10%).** The research paper requirements are described in greater detail in D2L, but the general assignment is to write a well-researched, analytical paper that makes an argument about a topic related to international relations in East Asia. The expected length is approximately 10 pages.

As part of the research paper, you will have a **series of related assignments** that includes: topic proposal, annotated bibliography, rough draft, and revision checklist (*see the reading schedule below for the specific due dates*). In addition, you will have a **meeting** with someone from the Writing Fellows Program (*described below*). Instructions for each assignment are posted to D2L.

**Ten percent of your overall grade in the course** will be based on meeting each of the four paper assignments (proposal, bibliography, draft, revision checklist) and your meeting with the Fellows Program. Each assignment is worth one point with the exception of the rough draft, which is worth five points, and the meeting with the Writing Fellow, which is worth two points. Combined, they total ten points.

All written assignments should be submitted via the **digital dropbox in D2L**. The dropbox will close at the start of class on the day the assignment is due. It is your responsibility to ensure that (1) the assignment is successfully uploaded and (2) it is uploaded in an electronic format that I can read (e.g. Microsoft Word, PDF). Saving your document as a PDF is the safest way to make sure I can access it. **If I cannot access your paper, or if you fail to upload it properly, it will be considered late.** As a precaution, you should always save the email receipt after you submit your work to D2L.

If you are having trouble selecting a topic, or would like help of any kind on the paper, please come see me or send me an email. I'm more than happy to help at any stage of the process. On D2L, you will find a "**Guide to Grading**" document in which I describe my grading process, offer a detailed grading rubric, and introduce the most common weakness I see on students' papers. Please read this document before you write your paper, as you are writing it, and again after you complete it.

**Writing Fellows.** Writing is a central part of this course. Because writers improve by sharing their work with others and individual pieces of writing improve through a process of drafting and revision, each of you in our class this quarter will work with a Writing Fellow. The Writing Fellows program assigns a peer tutor to each student in this course. Your Writing Fellow will provide you with extensive support on two papers this quarter.

Fellows will make thoughtful and extensive revision-oriented comments upon both your annotated bibliography and your rough draft. After you submit the rough draft, you will confer one-on-one for one hour. The goal of this whole process is to help you make smart, significant revisions to your papers **before** the papers are turned in for a grade. Overall, your Writing Fellow will help you to learn more about the standards for written products in this course, and about the process of writing and revision. **It is mandatory that you meet with your Writing Program Fellow.**

Please be aware that each student's research paper will be verified using **Turn-It-In** technology in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes (1) a pledge

that the work is original and produced uniquely for this course and (2) consent to have originality verified. A student that turns in work that is plagiarized, or not produced uniquely for this course, will receive an F.

***Presentations (News & Reading, 5% each).*** This class is discussion-based. For that reason, we will start most of our classes with a discussion of the readings and current events. I expect everyone to participate and I will do my best to remain on the sidelines during this portion of the class. You will be expected to lead one discussion based on a recent event in the news as well as one based on the reading. More detailed instructions for both the news and reading presentations are posted on D2L.

***Attendance (5%).*** At the start of class, I will pass around a sign-in sheet. If you come late, it is your responsibility to make sure you sign it. If you do not sign it, you will be considered absent regardless of whether you actually attended. Your grade for attendance will simply be the percent of times you attended.

***Quizzes and Participation (15%):*** Because I want to help you to actively engage the class and material, I have made class discussion a significant component of this course. All classes will be a mix of lecture and discussion and I will frequently solicit your opinions about the readings. You should always come to class prepared to discuss that day's reading and having reviewed your notes from the previous class.

I typically bump up the quiz grade for students that participate regularly and constructively. Most students think of participation as answering my questions or expressing opinions about a particular topic, but you can also participate by asking questions.

In several classes I will give a brief quiz (1-2 questions). These are designed to test your knowledge of material covered in the reading/lecture. The quizzes are graded somewhat differently from most exams. You get two points just for answering the question and an additional point for answering it correctly. If I ask three questions in a class and you answer two correctly, you receive 8 (of 9) points. If over the course of the quarter, I ask 30 questions and you answer only half of them correctly, you will receive an 83 percent for the quiz portion of your grade (75 out of a possible 90 points). The above should make it clear that it is overwhelmingly in your interest to attend each class session and participate actively. For a more detailed description of how the daily quizzes can influence your final grade, see the tables at the end of the syllabus.

### **Policies and Procedures:**

***Office hours.*** I will hold regular office hours (*listed above*). You are strongly encouraged to drop by anytime during those hours and do not need an appointment. If you cannot meet me during office hours, I am happy to meet you some other time. I hope that each of you come by my office at some point during the quarter. I enjoy talking with students and would like to help each of you do as well as possible in the class. If you have any questions about the material,

assignments, or my expectations, please do not hesitate to come by my office or send me an email.

**Work/ Grading.** As you look over the syllabus, it should be obvious to you that you must be prepared to work hard in this class. Like all courses, **the value of this course will stem directly from the work you put into it.** I will give my best to this class and I expect you to do the same. For all graded papers and essays, the grading scale will be based on (a) accuracy of factual information; (b) ability to synthesize and use facts analytically to make a concise argument or point; (c) clarity of expression (i.e. organization, basic grammar, word choice, etc.); (d) completion of all aspects of the assignment. Originality and imagination should be based on these essentials and not substituted for them. The grading scale will be as follows:

A/A-	Outstanding work; well organized and well-argued; without significant error or omission;
B	Very fine work; well-organized and well-argued with only occasional error or omission; B papers are above average;
C	Satisfactory or solid work; made some use of evidence, but there are clear problems of organization, presentation, or interpretation;
D	Passing, but barely acceptable; clear problems with length, facts, organization, etc.;
F	Serious deficiencies, frequent factual errors and obvious problems with organization.

All grades are numerically recorded. For the **papers**, you will typically receive a letter grade that will be recorded numerically using the standard grading scale (e.g. A = 94+, A- = 90-93.9, B+ = 87-89.9, B = 84-86.9, etc.). I also use this scale at the end of the quarter when I submit your final letter grade. For the **research paper**, you can get a more detailed description of my grading criteria from the “Guide to Grading” document posted to D2L.

All feedback will be uploaded to the dropbox in D2L to which the assignment was originally submitted. I will do my best to respond quickly, typically within 2-3 classes of the due date. However, my response time depends on the number of students in the class (and the length of the particular assignment). If a week has passed and you have not heard from me, please send me a note. Also, you are always welcome to send me an email or stop by my office to get additional comments on your graded work.

**Absences/ Make-ups/ Extensions.** Make-up exams and extensions will be given only in extreme circumstances. **Late papers will be deducted a half letter grade for each day the paper is late;** the 24-hour period begins with the class session in which the paper is due. This means that if the paper is due in class on a Tuesday morning and you turn it in Wednesday evening, your paper is considered two days late and an “A” paper will receive a “B”. This should make it clear that it is overwhelmingly in your interest to turn your paper in on time. That being said, it is better to turn in a paper later rather than not at all. If you do not turn in a

paper, you receive a 0. A paper that is turned in and receives an F is graded as a 59. It is virtually impossible to pass this course if you do not turn in a research paper.

If you know that you will be absent on a particular day for a school-related or religious reason, please inform me in advance. All absences will be considered unexcused unless you hear from the **Dean of Students Office** (DSO). I ask you to go through the Dean of Students because it is my experience that unexcused absences are often related to highly personal issues and students feel uncomfortable sharing personal details with me. The DSO will have you fill out an absence notification form and at that time you can ask the DSO to send me an email requesting flexibility in offering an extension, make-up, or excusing an absence. For those of you unfamiliar with the Dean of Students Office, it provides a variety of services for students dealing with personal, family or health challenges. You can learn more about the absence notification process and the DSO at: <http://studentaffairs.depaul.edu>.

**Disabilities:** Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

**Loop Campus** - Lewis Center #1420 - (312) 362-8002

**Lincoln Park Campus** - Student Center #370 - (773) 325-1677

You are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.

**Classroom etiquette:** As a courtesy to your fellow students and to me, it is important that you conduct yourself in a manner that does not distract from the learning environment. This means that you should make every effort to avoid:

- Arriving late and/or leaving early;
- Habitually exiting and entering the classroom in the middle of class;
- Eating, using a cell phone (or any other electronic device), or talking during class;
- Putting your head down on your desk, falling asleep or engaging in any other behavior that indicates complete disengagement with the class;
- Anything else that distracts your fellow classmates or me.

Because of their ability to distract us all, **laptops and all other electronic devices are NOT allowed in the classroom**. There are no exceptions to this rule. If I see you using an electronic device after class has started, I will **mark you absent** for the class. I also reserve the right to **lower your final grade by as much as a half letter grade** if you fail to observe these etiquette guidelines.

## **CLASS TOPICS (by week):**

**THEORY:**

**Week 1:** Introduction & Theoretical Review

**HISTORY:**

**Week 2:** Historical Legacies

**Week 3-4:** The Cold War in E Asia

**Week 5:** Midterm

**ISSUES:**

**Week 6:** Post-Cold War: Ripe for Rivalry or the Rise of Regionalism?

**Week 7:** Japan's Role in East Asia and a Rising China

**Week 8:** Post-hegemony? The US in East Asia

**Week 9-10:** Crisis on the Korean Peninsula

## **CLASS SCHEDULE & READING ASSIGNMENTS:**

Below is an initial schedule of readings. It is quite likely that we will deviate from the schedule and occasionally fall behind. If this happens, I will do my best to send out an email reminder before the next class and post updates on D2L. However, as a rule of thumb, we will discuss the readings in the order on which they are listed on the syllabus. Therefore, if in a particular class session we only discuss one of the two assigned readings, we will start the next class with the second reading. If you are ever confused about where we are on the syllabus, please contact me.

The readings below have been made available **via e-reserve**. Readings that are not on e-reserve are either available via D2L or hyper-linked in the syllabus. However, if a particular reading is missing from one of those two places, you should be able to find it easily via one of DePaul's databases. I have provided the full citation for each reading, which should make it easy to locate.

**7-Jan:**      Introduction

- Read the syllabus and the course materials on D2L
- Sign up for a news and reading presentation ("Assignments and Handouts" in D2L)

### **I. Theoretical Background**

**9-Jan:**      Reviewing IR Theory: realism

- Snyder, Jack. 2004. "One World, Rival Theories", *Foreign Policy* Nov/Dec., pgs. 52-62
- Schweller, Randall. 1999. "Managing the Rise of Great Powers: History and Theory" in Alastair Iain Johnston and Robert S. Ross ed. *Engaging China: The Management of an Emerging Power*. London: Routledge. pgs. 1-31

**14-Jan: IR Theory & East Asia: liberal peace**

- Kang, David. C. 2003. "Getting Asia Wrong. The Need for New Analytical Frameworks", *International Security*, 27(4), pgs. 57-85.
- Goldsmith, Benjamin. 2007. "A Liberal Peace in Asia?", *Journal of Peace Research*, 44(1), pgs. 5-27.
- Gartzke, Eric. 2005. "Capitalist Peace or Democratic Peace?" *Institute of Public Affairs Review*, Vol. 57 Issue 4, pgs. 13-16

## **II. Historical Background**

**16-Jan: Historical Legacies**

- Beeson, Mark. 2007. "Ch. 2: The Weight of History", *Regionalism & Globalization in East Asia*. New York, NY: Palgrave, pgs. 26-46.
- Kristof, Nicholas, D. 1998 "The Problem of Memory", *Foreign Affairs*, Nov/Dec, pgs. 37-49.
- Mitter, Rita. 2014. "History's Unfinished Business in East Asia", *Current History*, September.

**\*\*TOPIC PROPOSAL** for the research paper is due by the start of class

**21-Jan: Origins**

- LaFeber, Walter . 1989. "The Cold War, or the Renewal of U.S.-Russian Rivalry," *The American Age* (New York: WW Norton, 1989), pp.457-468, 473-479
- John W. Dower, "Occupied Japan and the Cold War in Asia," *Japan in War and Peace* (New York: New Press, 1993), pp. 155-193

**23-Jan: The Korean and Vietnam Conflicts**

- LaFeber, Walter . 1989. "Korea: The Unexpected War," *The American Age: U.S. Foreign Policy at Home and Abroad*. New York: Norton. pgs. 502-531. *Skip the section on Presidential Power (pgs 514-517) and on W. Germany (pgs. 521-523).*

- Chen, Jian. 1995. "China's Involvement in the Vietnam War, 1964-1969," *The China Quarterly*, No. 141, June, pgs. 356-387.

**28-Jan: Research Paper workshop #1**

- Roselle, Laura. 2012. *Research and Writing in International Relations*. Longman Press. Chapter 1, "Topic Selection and Question Development" & Chapter 2, "Scholarly Literature and the Literature Review"

**\*\* ANNOTATED BIBLIOGRAPHY is due by the start of class**

**30-Jan: The Decline of the Sino-Soviet Alliance**

- John Garver, "The Period of Sino-Soviet Confrontation," *Foreign Relations of the People's Republic of China*, pgs. 120-131, 136-41, 304-319

**4-Feb: The Normalization of Sino-American Relations**

- Mann, James . 1999. *About Face: A History of America's Curious Relationship with China, From Nixon to Clinton* (New York: Knopf, 1999), pp. 13-77

**6-Feb: Midterm**

### **III. The Post-Cold War in East Asia: ripe for rivalry?**

**11-Feb: Rivalry?**

- Friedberg, Aaron .1993/1994. "Ripe for Rivalry: Prospects for Peace in a Multipolar Asia," *International Security*, Vol. 18, No. 3, pgs. 5-33.
- Acharya, Amitav. 2003/04. "Will Asia's Past Be Its Future?" *International Security*, Vol. 28, No. 3, pgs. 149-164.
- REVIEW Kang article from previous class.

**13-Feb: Regionalism?**

- Beeson, Mark. 2007. "Ch. 7: The Evolution of East Asian Regionalism", *Regionalism & Globalization in East Asia*. New York, NY: Palgrave, pgs. 216-236.
- Washington Post, "[Everything you need to know about the Trans Pacific Partnership](#)", December 13, 2013
- Panda, Arik. 2017. "Trump Killed TPP. What's Next for Trade in Asia?", *The Diplomat*, January 24.

**18-Feb: Research Paper workshop #2**

- Read the “Guide to Grading” and “Good Writing in Political Science” (*both are available in D2L under the “Research Paper” tab*).

**\*\*ROUGH DRAFT is due by the start of class**

**20-Feb: Debating the Rise of China**

- Freidberg, Aaron. 2005. “Future of US China Relations: Is Conflict Inevitable?”, *International Security*, 30(2), pgs. 5-40.
- Shambaugh, David. 2011. “Coping with a Conflicted China”, *Washington Quarterly*, 34(1), Winter: 7-27.
- Nathan, Andrew and Andrew Scobell. 2012. “How China Sees America: the Sum of Beijing’s Fears”, *Foreign Affairs*. September/ October., pgs. 32-47.
- Beeson, Mark. 2016. “Can the US and China Co-Exist in East Asia?”, *Current History*. September: 203-208

**25-Feb: What Role for Japan?**

- Pyle, Kenneth B. 2007. *Japan Rising: Power and Purpose*, Ch. 7 “The Cold War Opportunity”, pg. 225-240
- Miller, J. Berkshire. 2014. “Battle-Ready Japan? The Real Story Behind Tokyo’s First National Security Strategy”, *Foreign Affairs*. January 10
- Dudden, Alexis. 2015. “A Push to End Pacifism Tests Japanese Democracy”, *Current History*, September: 224-228.
- Liff, Adam. 2016. [How Specifically Does Japan’s LDP Want to Revise the Constitution?](#). *The Diplomat*. July 16.

**27-Feb: What Role for the US?**

- Ross, Robert. 2012. “The Problem with the Pivot”, *Foreign Affairs*. November/ December.

**OR**

- Rapp-Hooper, Mira. 2016. [Deciphering Trump’s Asia Policy](#), *Foreign Affairs*, November.
- Cumings, Bruce. 2014. “China’s Bullying No Match for US Pacific Power”, *Current History*, September.
- Ikenberry, John G. 2008. “The Rise of China and the Future of the West: Can the Liberal System Survive?”, *Foreign Affairs*, January/February, pgs. 23-37
- Friedberg, Aaron. 2012. “Bucking Beijing: An Alternative to US China Policy”. *Foreign Affairs*. September/ October.

**4-Mar: Confronting a Nuclear North Korea**

- Chanlett-Avery, Emma and Ian E. Rinehart. 2014. "[North Korea: U.S. Relations, Nuclear Diplomacy, and Internal Situation](#)", *Congressional Research Service*. December 5. pgs. 1-27 (skim pgs. 13-24)
- Manning, Robert A. 2014. "North Korea's Next Move: And What the Obama Administration Can Do to Calm the Region" *Foreign Affairs*. October 3.
- Armstrong, Charles. 2011. "The Korean Peninsula on the Verge", *Current History*. September

**6-Mar: Simulation**

- Read the simulation materials and come to class prepared to negotiate from your country's perspective.

**11-Mar: Simulation**

- Read the simulation materials and come to class prepared to negotiate from your country's perspective.

**13-Mar: Catch-up, reflect, review**

- **\*\*RESEARCH PAPER** is due by the start of class

**20-Mar: Final Exam (8:30 a.m. – 10:45 a.m.)**

**\*Please note that our final exam is at a different time than our typical class meeting.**