

**Department of Political Science and International Relations**  
**International Politics of the Asia Pacific – POL365-01**  
**Asian Studies Perspectives Course**  
**Monday, Thursday 10:50-12:05**  
**Jonathan Schwartz**  
**HUM 115**

**Office:** JFT #1016

**Phone:** 257-2627/schwartzj@newpaltz.edu

**Office Hours:** Mondays, 1:45-3:45; Wednesdays, 8:30-10:30 (or by appointment)

**Overview:**

In 1903, President Theodore Roosevelt stated that “[t]he Atlantic Era is now at the height of its development and must soon exhaust the resources at its command. The Pacific Era, destined to be the greatest of all, is just at its dawn.” (Yahuda)

With the collapse of the Soviet Union and the end of the cold war, international attention has increasingly shifted towards the Asia-Pacific. The Asia-Pacific has emerged as a focal point of international economic and political experimentation and dynamism. Countries of the Asia Pacific are noted for their incredibly rapid economic growth and relative political stability. Until recently, the international press has been filled with references to the “East Asian Miracle”. However, the image of a successful Asia-Pacific has been increasingly tarnished by developments including slowing economies of Japan and China, spreading pandemics, charges of human rights abuses, nuclear instability and growing environmental destruction throughout the region. China’s recent flexing of its growing political muscles has catalyzed the US “pivot” (or “rebalancing”) to Asia – a recognition that the US must increasingly shift its focus to the Asia Pacific in order to address its interests in the region. Clearly, this region offers both opportunities and dangers.

The goal of this course is to explore the factors driving the tremendous changes overtaking the region. Culminating in a simulation of the Six Party Talks, the course seeks to evaluate the growing impact and influence of the Asia Pacific. Was Roosevelt's 1903 statement prescient? One hundred (and 11) years later it is possible that the region has more than fulfilled his prediction. This course aims to find out.

**Learning outcomes:** Students who successfully complete this course will be able to:

1. Illustrate a general familiarity with the field of Asian Studies
2. Draw on relevant political science theories to critically analyze political developments in the Asia-Pacific.
3. Explain the impacts of political, cultural and economic factors on international relations in the Asia-Pacific.
4. Critically analyze current political science research on the Asia-Pacific.
5. Explain and analyze the interests driving the various parties to the Six Party Talks.

The course is divided into three sections:

- I. **Defining the Asia Pacific “entity” (Asian Studies Perspectives)**
- II. **Contemporary Asia Pacific – developments and challenges**
- III. **Country Cases and the Six Party Talks**

The course deals with contemporary issues. Therefore, it is required that students stay abreast of regional political developments by making a habit of searching for relevant articles.

**Some useful sources include:**

*The Economist* (UK); *The Asian Wall Street Journal*; *The New York Times*; *The Straits Times* (Singapore), *The South China Morning Post* (Hong Kong); *The Taipei Times* (Taiwan); *The People's Daily* (China); *Global Times* (China); *Foreign Affairs*; *The Asahi Shimbun* (Japan) (these are available either on-line or through STL).

Good sources online sources include:

<http://www.kidon.com/media-link/asia.shtml>  
<http://www.asiapacificnews.net>  
<http://thediplomat.com/>

**Journals:**

Pacific Affairs; Pacific Review; Asian Survey (especially note the Jan./Feb. annual country survey); Asia-Pacific Viewpoint; Journal of Asian Studies; Journal of Contemporary Asia; Issues & Studies; Journal of the Asia Pacific Economy; Sojourn; China Dialogue. Also useful are general political science journals (e.g. World Politics, World Development, etc.).

Useful data for the Asia Pacific are available at:

<http://www.unescap.org/stat/data/apif/index.asp>

**Required Texts**

1. Yahuda, Michael. *The International Politics of the Asia-Pacific, 3<sup>rd</sup> edition* (NY: Routledge, 2011).
2. Kang Chol-Hwan, *The Aquariums of Pyongyang: Ten Years in the North Korean Gulag* (Basic Books, 2001).

**OR**

Demick, Barbara, *Nothing to Envy: Ordinary Lives in North Korea* (Spiegel & Grau, 2010).

**OR**

Harden, Blaine, *Escape from Camp 14: One Man's Remarkable Odyssey from North Korea to Freedom in the West* (Viking, 2012).

**Optional Texts (additional background)**

Shambaugh, David and Michael Yahuda (eds.) *International Relations of Asia* (Rowman & Littlefield, 2008). (beneficial to students with limited background in political science).

Derek McDougall, *Asia Pacific in World Politics* (Boulder: Lynne Rienner, 2007) (a simple read that provides basic background on the material covered in class).

Goldman, Merle and Andrew Gordon (eds.) *Historical Perspectives on Contemporary East Asia* (Cambridge: Harvard University Press, 2000). (beneficial to students with little or no background in Asian Politics).

Yahuda, Michael, *Sino-Japanese Relations after the Cold War: Two Tigers Sharing a Mountain* (London: Routledge, 2014).

***\*Additional readings through blackboard\****

Throughout the term, students should focus on the following questions: What defines the political culture that characterizes Asia-Pacific civilizations? How did the Asia-Pacific region transform following contact with the West? What is the future role of the Asia Pacific in international politics?

### Course Evaluation:

**Participation (15%):** Attendance and active participation in class discussion. After two unexcused absences your grade will drop 3% for each additional absence (thus, an A will become an A- and so on). A major component of your participation grade will be your *active* participation in the simulation.

**Library Exercise (5%):** This project, a requirement of the Asian Studies major, provides you with an opportunity to become familiar with Asian Studies-related resources. We will be in the library on **February 13**. The project must be submitted by **February 17** by midnight (via Bb).

**Reaction Paper (10%):** This 3 page paper will consist of a reaction to the book – *Aquariums of Pyongyang, Nothing to Envy* or *Escape from camp 14*. Details to follow. **Due February 27** by midnight (via Bb, Turnitin)

**Mid-term & Final Exams (25% each):** Students will illustrate their grasp of theories relevant to an analysis of Asia Pacific politics as well as their knowledge of political developments in the Asia-Pacific.

**Position Paper (20%):** This 7 page paper (12 font, excluding bibliography and citations) will analyze and explain the goals/interests of the country you will be representing at the Talks. Drawing on the analysis, the paper will conclude by laying out your country's opening positions and what you believe would be acceptable compromises (Details provided in the simulation handout). **Due April 17** by midnight (via Bb).

## Schedule of lectures

**Section I: Defining the Asia Pacific “entity”:** Identifying The Region and Studying the Factors Influencing its Development

**Jan 23:** Introduction to the class; syllabus & review of expectations.

**Jan 27: Why study Asia?** *What are the theses identified and what is their significance to our understanding of Asia's changing IR role?*

1. Ashley J. Tellis, *Power Shift: How the West can Adapt and Thrive in an Asian Century*. **(Bb)**

**In class: Video** - Hans Rosling on Asia.

**Jan 30, Feb 3: The Asia Pacific – spaces, peoples, languages and cultures**

*Consider: How do we define the A-P? Is this a useful concept?* Group Work

1. Said, *Orientalism* (New York: Pantheon Books, 1978): chp. 1.

2. Millner & Johnson, *The Idea of Asia* **(Bb)** or at:

<https://digitalcollections.anu.edu.au/bitstream/1885/41891/1/idea.html>

3. Yahuda, pp. 5-17

4. David G. Timberman, "In Search of a Pacific Basin Community," *Asian Survey* vol. 21(5) (May 1981): 579-582 (at minimum) **(Bb)**

5. Dean W. Collingwood (ed.) *The Pacific Rim: Diversity and Interconnection, Japan and the Pacific Rim* 8<sup>th</sup> edition (Global Studies): 1-11. **(Bb)**

### **Feb 6: Asian values - an indigenous approach to development and independence**

*Consider: 1. Is there such a thing as “Asian Values,” and what are they? 2. Can the Asia-Pacific be defined by such values? 3. Can/ should we accept these seemingly extremely different conceptions of values?*

1. Kumar Amartya Sen, "Human Rights and Asian Values," *The New Republic* vol. 217 (July 14-21, 1997) **(Bb)**
2. Xiaorong Li, "Asian Values and the Universality of Human Rights," *Business and Society Review* no. 102-103 (1998) **(Bb)**
3. Fareed Zakaria, "Culture is Destiny: A Conversation with Lee Kwan Yew," *Foreign Affairs* vol. 73(2) (2001). **(Bb)**

**Feb 10: Asia-Pacific Demographics:** What are the demographics of this region? In this **in-class group project** (bring laptops), we conduct cross-country comparative studies of main actors in the region. Each group presents their findings. Prepare by utilizing one or more of the following sources:

- World Values Survey <http://www.worldvaluessurvey.org/>
- PRB.org (world population data sheets)
- CIA World Factbook
- The World Bank <http://data.worldbank.org/topic>
- The Human Development Report/Index (do it yourself tool): <http://hdr.undp.org/en/statistics/>

**Challenge:** compare three Asia-Pacific countries: Identify the major differences you consider indicative of their relative socio-economic strength/weakness (your group should identify the key indicators to consider. These might include population, education, health, geography, resources, trust in government, etc.)

### **Feb 13: Researching the Asia-Pacific - Library Exercise: Meet in room STL18**

*Through this exercise, students will explore the scope of the Asian Studies field while developing research skills and a better understanding of the resources on Asia available to them. This is a requirement of all “Asian Perspectives” courses as part of the Asian Studies Major. I will explain in class the procedure for completing and submitting the exercise. While there will be computers available, students may wish to bring their own or borrow a laptop from the library.*

## **Section II: Theories in the study of Asian Pacific IR**

### **Feb 17: Analyzing the IR of the Asia Pacific – An overview**

*What are the main theories driving IR analyses? What do they bring to the table and why does Walt think Realism is the most important tool? Do you agree?*

1. Stephen M. Walt, “International Relations: One world, Many Theories,” *Foreign Policy*, no. 110 (Spring 1998): 29-46. **(Bb)**

***Library Exercise due Feb. 17 by midnight via Bb***

### **Feb 20: Analyzing the IR of the Asia Pacific II**

*Consider: Noguchi draws on Realism to explain Sino-Asia Pacific relations. As you read Noguchi, identify Realist concepts and assumptions - does Noguchi’s analysis adhere clearly to a Realist approach? Is Realism an effective theoretical model for explaining the relationship?*

1. Robert O. Keohane, "Realism, Neorealism and the Study of World Politics," in Robert O. Keohane (ed.) *Neorealism and its Critics* (Columbia University Press, 1986): 1-16. **(Bb)**
2. Kazuhiko Noguchi, “Bringing Realism Back in: Explaining China’s Strategic Behavior in the Asia-Pacific,” *Asia Pacific Review* 18(2) (2011): 60-85. **(Bb)**

### **Feb 24: Encountering Colonialism and Imperialism.**

Consider: Colonialism was not an activity limited solely to European countries. Japan too was a colonial power. 1. Why does colonialism occur? 2. Can a case be made that colonialism offers real benefits to the colonized countries of the Asia-Pacific? 3. Can Japanese colonialism be viewed as central to the successes of a rising Asia?

1. In class documentary: *The Meiji Revolution* (sections)
2. Simone, pp. 25-42 (Bb)
3. Atul Kohli, "Where Do High Growth Political Economies Come From? The Japanese Lineage of Korea's "developmental State" *World Development* Vol. 22(9) (September 1994): 1269-1293 (Bb).

### **Section III: Contemporary Asia Pacific – developments and challenges:**

The Asia-Pacific in the New Post-Cold War World Order

#### **Feb 27: Birth of the Contemporary Asia-Pacific – the Cold War**

Consider: What are the factors driving newly independent countries into the US, Soviet or "non-aligned" camps? Drawing on Realist assumptions - is non-alignment an option?

1. Yahuda, chp. 1
2. C.P. Fitzgerald, "East Asia After Bandung," *Far Eastern Survey* vol. 24(8) (August 1955): 113-119. (Bb)

**Reaction Paper Due Feb 27 (by midnight) via Bb**

#### **March 3: The New Asia-Pacific: From a Uni-polar moment to Multi-polarity?**

1. Yahuda: pp. 181-202.
2. Jae Jeok Park, "The US-led alliances in the Asia-Pacific: hedge against potential threats or an undesirable multilateral security order?" *The Pacific Review* vol. 24(2) (2011): 137-58. (Bb)

#### **March 6: Mid-term preparation**

#### **March 10: Mid-term**

#### **March 13, 24: The Asia Pacific political economy: Economic growth AND/OR Democracy?**

Consider: In class – TED Talk.

1. Gilson and Milhaupt (2010): read through pg. 277. (Bb) You can skip the section on Chile and focus on parts I- IV.
2. Huang Yasheng, Democratize or Die, *Foreign Affairs* 92(1) (Jan/Feb 2013) (Bb).

**In groups:** BRING laptops to class. Identify indicators of economic growth and human development among 2 countries – one democracy and one authoritarian. Over time (10 years or so), which regime type sees better growth? Do you agree with Huang that democracy is necessary and inevitable or with Gilson & Milhaupt that Authoritarianism offers real benefits? Justify.

### **Spring Break (March 17-23)**

#### **Section III: Country Cases and the Six Party Talks Simulation:** Interests, policies and actions.

In this section we study each of the countries participating in the Six Party talks. As you read you should be focusing on the questions: What is the country's overarching agenda/goal for itself in the Asia-Pacific? What capabilities does it have to achieve these goals? **Each lecture will conclude with a discussion of these questions guided by the group representing the specific country.** In each case you should scan the press for examples that support or undermine the arguments made in the assigned readings. Bring these to

class and be prepared to discuss. A good place to start your analysis is <http://www.cfr.org/proliferation/six-party-talks-north-koreas-nuclear-program/p13593>.

**March 27: China Rising... threat or opportunity?**

1. Yahuda, pp. 269-293, 301-307.
2. Robert Friedberg, "Hegemony with Chinese Characteristics," *The National Interest* (June 2011) **(Bb)**.
3. Avery Goldstein, "China's Real and Present Danger," *Foreign Affairs* (Sept/Oct 2013). **(Bb) (Optional)**

**March 31: Japan - Staking out its position in the Asia Pacific.**

1. Yahuda, chp. 11.
2. Lionel Pierre Fattou, "Is Japan now finally a normal country?" *The Diplomat* (December 2013). **(Bb)**

**March 31 – Last day to withdraw**

**April 3: The United States - Finding it's place in the Asia Pacific**

1. Yahuda, Chp. 9.
2. Samuel S. Kim, "North Korea's Nuclear Strategy and the Interface Between International and Domestic Politics," *Asian Perspective* 34(1) (2010). **(Bb)**
3. Robert D. Kaplan, "When North Korea Falls," *The Atlantic Monthly* (October 2006). **(Bb) (Optional)**

**April 7: The Russian Federation – Declining influence, declining interests?**

1. Bobo Lo, "The Long Sunset of Strategic Partnership: Russia's Evolving China Policy," *International Affairs* 80(2) (2004): 295-309. **(Bb)**
2. Yahuda, Chp. 5 **(Optional)**

**April 10: South Korea – Trapped between powers**

1. Jae Ho Chung, "South Korea between Eagle and Dragon: Perceptual Ambivalence and Strategic Dilemma," *Asian Survey* 41(5) (Sep., 2001): 777-796. **(Bb)**
2. Victor D. Cha, "South Korea in 2004," *Asian Survey* vol. 45(1) (Jan. 2005): 33-40. **(Bb) (Optional)**

**April 14: North Korea – Rational actor?**

1. Yahuda, pp. 202-204.
2. Andrei Lankov, *The Real North Korea* (London: Oxford University Press, 2013): chp 3&4. **(Bb)**

**April 17: (Day 1, Phases 1 &2): Group preparation day** - use this time to discuss your country-case: organize your combined research efforts, identify responsibilities for each person on your team and discuss the logistics of your group presentation. You should also prepare for Phase I of the simulation (handout).

**Position Papers due by today (April 17, midnight) via Bb Turnitin function**

**Section IV: Simulation – April 21, 24, 28, May 1: Six Party Talks.**

*Consider: Can an agreement be reached among the countries to the talks? What are the differing interests of participating actors? Who wants what and why? What are the dangers of failure?*

*In preparation for this section, students should read carefully over the Simulation handouts. Also, check out the various relevant websites included on the syllabus and simulation handout.*

## **May 5: Conclusions**

**Final Exam: May 15, 2014, 10:15-12:15**

### **General Information on essay writing:**

1. Adhere to the length limit; provide a cover page that includes your name, the professor's name, the name of the course, the title of your paper, the due date.
2. Use ONLY one citation system for references. *ANY form of plagiarism will result in an "F" grade for the assignment and possible further action.*
3. Include a bibliography containing all items used in the preparation of the essay. Do not 'pad' the bibliography with items you actually did not use. Insufficient sources reflects insufficient research and will result in a lower grade. *The bibliography and citations will not count towards your paper length.*
4. If you use another author's words, you must enclose them in quotes and cite the source. If you use another author's *ideas*, you must cite the source. When in doubt – CITE. If you are unsure how to cite – contact me.
5. Pay particular attention to the clear organization of your ideas. Ensure that you state your thesis in the introduction, support this with evidence (citing any contrary views or evidence as relevant), and conclude by summarizing your findings.
6. If, after carefully reading the comments attached to your paper, you believe that you have received a grade lower than what you deserve, you may request that the paper be re-graded. This will involve submitting a one-page statement (responding to my comments) explaining why you believe your assignment deserves a higher grade.
7. All late submissions will be penalized at 5% of the assignment grade per day. Requests for late submission must be provided in advance of the due date and must be for significant reasons.

**\*Failure to adhere to the above guidelines will result in a lower grade\***

### **College Recommended Academic Integrity Statement:**

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action. For definitions of these offenses, as well as the process that a faculty member will follow if a student is found to be engaging in any form of academic dishonesty, see the section on Academic Integrity in the Advising Handbook: [www.newpaltz.edu/acadadv](http://www.newpaltz.edu/acadadv)

### **College Recommended ADA Statement:**

Students with documented physical, learning, psychological and other disabilities are entitled to receive reasonable accommodations. If you need classroom or testing accommodations, please contact the Disability Resource Center (SUB 205; 257-3020). The DRC will provide forms verifying the need for accommodation. As soon as the instructor receives the form, you will be provided with the appropriate accommodations. Students are encouraged to request accommodations as close to the beginning of the semester as possible.