
INTA 672 – DC FALL 2022: EAST ASIAN SECURITY

Gyu Sang Shim
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Office Hours:
by appointment

Class Time & Location:
TR 6:30-9:10 PM

Location: 1620 L. St, Suite 700 NW, Washington DC in-person and electronic-to-group in College Station
Credit Hours: 3.0

COURSE DESCRIPTION:

This course is designed to provide students with a comprehensive portrait of the security dynamics of the East Asia region including not only military conflict but also economic and political dispute. In this class, we will study the cause and the pattern of security dilemma between China, Japan, two Koreas, and the United States. Given the progress of globalization, the rise of China, and the US projection power and interests in this region, we will make extensive use of the insights from the historical evolution of East Asia since the Opium Wars in 1839, and international relations (IR) literature to understand how political economic interactions shape the incentives and constraints faced by countries in East Asia.

Course Learning Outcomes

By the end of the course, students will be able to:

- Understand the political economic background of conflicts between East Asian countries;
- Apply course concepts and IR theories to explain developments in Asian security, and
- Explain causes and implications of current events in East Asia.

COURSE PREREQUISITES:

Graduate Classification

COURSE TEXTS:

Warren I. Cohen. *East Asia at the Center: Four Thousand Years of Engagement with the World*. (Columbia University Press, 2000.)

David Shambaugh, ed. *China and the World*. (Oxford University Press, 2020).

Brad Glosserman and Scott A. Snyder. *The Japan–South Korea Identity Clash: East Asian Security and the United States*. (Columbia University Press, 2015)

G. John. Ikenberry and Michael Mastanduno, ed. *International Relations Theory and the Asia-Pacific*. (Columbia University Press, 2003)

Other assigned readings are listed below.

REQUIREMENTS AND GRADING:

30%	Final Exam
40%	Individual Research Project: <ul style="list-style-type: none">• Mid-term Presentation (10%)• Paper (20%)• Final Presentation (10%)
20%	Talking Points Memo
10%	Participation (Attendance and Classroom Discussion)

Late Work Policy

Late work policies in this class are defined by Student Rule 7 (<https://student-rules.tamu.edu/rule07/>). Students should consult with the instructor if they are unable to submit required written work by the deadline defined in the syllabus.

Individual Research Project

Students are supposed to choose a research topic on current international political economic event in East Asia. During the mid-term presentation, students will (1) briefly overview the historical background of the event, (2) identify the main conflict of interests among actors, (3) evaluate the current policy stance of 4 East Asian countries and the US, and (4) provide a policy recommendation. Students will write a 15-page research paper by developing materials that are presented at the mid-term presentation. This paper should include (1) their own analysis on causes and possible solutions of the event, (2) logical and empirical supports of their argument, and (3) the policy implication of their research. Students will brief the findings, argument, and discussion of the paper at the final presentation.

Talking Points Memo

This is a seminar with a heavy reading load, and it is essential to complete the required reading. Students are expected to write 7 brief “talking points” memo (no more than 2-page) summarizing and responding to the assigned readings for each week from the week 2. The lowest two grades will be dropped. Please submit your memo to me electronically at least 6 hours in advance of our class meetings. Do keep in mind that you may be called upon to present them during the seminar.

Grading Policy: I will assign grades according to the scale below and without rounding.

Letter	A	B	C	D	F
%	90+	80+	70+	60+	59-

Incompletes are rarely given, and then only if at least 75% of the work has been completed at a passing level, and extreme circumstances prevent completion of the remaining work.

Phones, computers, and other electronic devices must be placed on SILENT MODE, while you can use your tablet PC and laptop to take a note during the class.

COURSE OUTLINE AND CLASS ASSIGNMENTS:

	Topic	Reading Assignment
1	The Emergence of an International System in East Asia: Tianxia (天下)	Cohen Ch.1-5 (You can skip sections for Southeast Asia) Shambaugh pp.25-32
2	From Tianxia to Westphalia	Cohen Ch.6-9 Ikenberry&Mastanduno Ch.4 Shambaugh pp.32-34
3	Colonization of Korea and Two World Wars	Cohen Ch.10-11 Ikenberry&Mastanduno Ch.12 (No class on 9/15 for the APSA conference)
4	The Cold War in East Asia	Cohen Ch.12-14 Cha (2010)

	Topic	Reading Assignment
5	Economic Development and Security Dilemma in East Asia	Fearon (1995), Lemke (1997), McKinney (2019) Ikenberry&Mastanduno Ch.8-10 Shambaugh Ch.6, 9
6	Regime Type vs. Nationalism: Audience Costs in East Asia	Moore&Primiano (2020), Schultz (1999), Simpson (2019) Ikenberry&Mastanduno Ch.6 Shambaugh Ch.4-5
7	Identity Politics in East Asia	Glosserman&Snyder Ch.1-4 Seo (2008), Gries&Masui (2021) Shambaugh Ch.7, 13 Ikenberry&Mastanduno Ch.5
8	Midterm Presentation	(1) Briefly overview the historical background of the event (2) Identify the main conflict of interests among actors (3) Evaluate the current policy stance of relevant countries (4) Provide a policy recommendation
9	The Role of International Institutions	Ikenberry&Mastanduno Ch.3, 7 Shambaugh Ch.8, 15
10	The US-China Relations	Poh & Li (2017) Shambaugh Ch.10-12, 14 Ikenberry&Mastanduno Ch.2, Conclusion
11	The US-Korea-Japan Relations	Glosserman&Snyder Ch.5-6 Ikenberry&Mastanduno Ch.1
12	Taiwan	Chang-Liao & Fang (2021), Mastro (2021), Mastanduno (2021)
13	Final Presentation	Research paper has to be submitted at least 24 hours before the presentation.
14	Review for final exam	
Take-home Final exam during the official time determined by the University		

OTHER ASSIGNED READINGS:

Cha, Victor D. 2010. "Powerplay: Origins of the US Alliance System in Asia." *International Security* 34(3): 158-196.

Chang-Liao, Nien-chung and Chi Fang. 2021. "The Case for Maintaining Strategic Ambiguity in the Taiwan Strait." *The Washington Quarterly* 44(2): 45-60.

Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379-414.

Gries, Peter, and Yasuki Masui. 2022. "How History Wars Shape Foreign Policy: An Ancient Kingdom and the Future of China–South Korea Relations." *Journal of East Asian Studies* 22: 1-21.

Lemke, Douglas. 1997. "The Continuation of History: Power Transition Theory and The End of The Cold War." *Journal Of Peace Research* 34(1): 23-36.

- Mastanduno, Michael. 2021. "Biden's China Dilemma." *China International Strategy Review* 3:217–233.
- Mastro, Oriana Skylar. 2021. "The Taiwan Temptation: Why Beijing Might Resort to Force." *Foreign Affairs* 100(4): 58–67.
- McKinney, Jared Morgan. 2019. "How to avoid a contest for supremacy in East Asia." *Comparative Strategy* 38(4): 316-326
- Moore, Gregory J., and Christopher B. Primiano. 2020. "Audience Costs and China's South China Sea Policy." *Journal Of Asian Security and International Affairs* 7(3): 325-348.
- Poh, Angela, and Mingjiang Li. 2017 "A China in Transition: The Rhetoric and Substance of Chinese Foreign Policy under Xi Jinping." *Asian Security* 13(2): 84-97.
- Schultz, Kenneth A. 1999. "Do Democratic Institutions Constrain or Inform? Contrasting Two Institutional Perspectives on Democracy and War." *International Organization* 53(2): 233-266.
- Seo, Jungmin. 2008. "The Politics of Historiography In China: Contextualizing The Koguryo Controversy." *Asian Perspective* 32(3): 39-58.
- Simpson, Sid. 2019. "Making Liberal Use of Kant? Democratic Peace Theory and Perpetual Peace." *International Relations* 33(1): 109-128.

UNIVERSITY POLICIES

Attendance is required. Failure to attend and participate will negatively affect your final grade. The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. Advanced notice of your absence is always welcome as a professional courtesy. Please refer to Student Rule 7 in its entirety for information about excused absences, including definitions, and related documentation and timelines.

MAKEUP WORK POLICY

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [STUDENT RULE 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([STUDENT RULE 7, SECTION 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([STUDENT RULE 7, SECTION 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (SEE [STUDENT RULE 24.](#))

ACADEMIC INTEGRITY STATEMENT AND POLICY:

“An Aggie does not lie, cheat or steal or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must always keep appropriate records. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” (Section 20.1.2.3, Student Rule 20). You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at <http://aggiehonor.tamu.edu>

AMERICANS WITH DISABILITIES ACT (ADA) POLICY:

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office (<http://disability.tamu.edu/>). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit

TITLE IX AND STATEMENT ON LIMITS TO CONFIDENTIALITY:

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

STATEMENT ON MENTAL HEALTH AND WELLNESS:

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at <http://suicidepreventionlifeline.org>

College and Department Policies

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see <http://diversity.tamu.edu/>). Accordingly, all of us in this class are expected to respect the different experiences, beliefs, and values expressed by others, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints.

Intellectual argument and disagreement are a fundamental element of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect. However, the way that disagreement is expressed can be disrespectful. Unprofessional, insensitive, or disrespectful behaviors (such as using dehumanizing, derogatory, or coarse language; dismissing ideas based on the characteristics of the speaker/writer; or expressing threat or intent to harm, even if framed "as a joke") are inconsistent with the Bush School's commitment to diversity, and will not be tolerated by faculty or students participating in this class. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.