Syllabus | DSSX 5314: Strategic Survey of Asia

Instructor | Dr. Paul Ashby          CRN | 27967

Email | pdashby@utep.edu

Technical Support | UTEP Helpdesk at (915) 747-5257 or helpdesk@utep.edu

Course Dates | March 23rd, 2020 – May 16th, 2020

Classes | Mondays 5pm-8pm, Room 603, USASMA

Note | Document Subject to Change – any errors or confusions please let me know

Core Information

Introduction

Hello everyone, and welcome to DSSX 5314 ‘Strategic Survey of Asia’. This Syllabus provides core details for our course. On p.10 below you’ll find the ‘Full Course Overview’ that provides a course calendar and all the readings. Beneath that on p.22 you’ll find some Work Advice.

We all know each other pretty well by now! This course is designed in much the same format as our previous courses with regard structure and work. We’ll move through history, big picture issues, some specific challenges, into a consideration of the future. Assessed work will be in the form of classroom participation, discussion pieces, a planning document, and a final paper.

This region fascinates me personally and is key to U.S. grand strategy. Perhaps the question of the 21st Century (and beyond) is going to be a huge part of what we discuss; the rise of China and the U.S. response. However, it is the regional interaction between several rising, growing powers, an already established Japan, and China itself - all with a U.S. overlay - that makes the region so dynamic.

We’ll start with some pretty incredible history. Once again imperialism is key to the story, but this time is some very divergent ways. China experienced ‘a century of humiliation’ as its
seemingly advanced but closed system (where centralized power had always waxed and waned anyway) met industrialized, expansive, and aggressive Europe and fundamentally broke down - with catastrophic results. However, when the U.S. exposed Japan to similar forces that country rapidly modernized, gathered strength and incredible ambition, and ended up going toe-to-toe with the European/U.S. imperial powers – with catastrophic results. Meanwhile other key countries have imperial legacies and strong nationalist histories, including India, Pakistan, Vietnam, Taiwan, the Koreas, the Philippines (the U.S.’ Pacific colony!), and more.

We’ll also look in a more focused way at some specific issues, especially the South China Sea, the India-Pakistan rivalry, and the Korean peninsula, before asking what the future holds, and what the U.S. should be doing about it.

We’ll try and get in more beyond our specific topics. Where does Australia fit into the strategic picture? Does Russia remain a relevant regional power? Should the U.S. be thinking Pacifically, or Indo-Pacifically (it says it is...)? What does that even mean?! There’s a lot to try and fit in, and don’t feel restricted by the topics I’ve chosen to focus on in the seven weeks of classes.

This region is deeply, deeply relevant to U.S. grand strategy in the 21st Century. Across its history, some in the U.S. have advocated the U.S. becoming a Pacific power – looking ‘West’ to Asia rather than East to Europe. The latest iteration of this was the ‘pivot to Asia’, but we can see Manifest Destiny, trading missions, the 19th Century focus on China, the war with Japan, and Nixon’s opening to the PRC in this light. Once the U.S. assumed the mantle of global power it was Europe that was the real focus, whilst the Middle East increasingly pulled in resources and attention. However, that may now have to seriously change... We’ll hopefully end the course better understanding why that is.

Contacting Dr. Ashby

The best way to contact me is via email (again, pdashby@utep.edu). If your question might help others, you can use the Help Board for the course in Blackboard - our online ‘classroom’ where we will be working together. I will always try and respond to you within 24 hours.

I will hold office hours at the LRC from 1pm-4pm every Monday. You can also swing by the UTEP campus, office 213B Kelly Hall, but please contact me ahead of time so we can arrange. Plus – you have my number!

As always, please speak with me if you need anything. I know how busy you all continue to be, and I will be willing to help wherever I can!

Course Objectives

By end of course you should have/be able to...

■ Increased awareness of some regional history, especially that of China, Japan, India, and Pakistan;

■ Increased awareness of history, and historical relations between U.S. and Asia;
- Analyze how that history developed and impacts today;
- Increased expertise of the development of U.S. grand strategy in the Asia region through the Cold War;
- Outline U.S.’ core regional interests, strategy, and challenges to those interests and strategy;
- Understand these elements through different lenses, and note their complexities;
- Increased awareness of regional security challenges and inter-regional relations;
- ... especially as these relate to the rise of China;
- Again, understand these elements through different lenses, and note their complexities;
- Analytically and critically interrogate some specific major regional security issues;
- Critically assess the region’s place in U.S. grand strategy, the success of U.S. strategy, and its future amongst wider global change;
- Know more about the region and its dynamics itself, including deeper knowledge of important regional countries

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Pacific and Asia in the U.S.’ Imagination, China’s Humiliation/Japan’s Rise</td>
<td>03.23.20</td>
</tr>
<tr>
<td>2</td>
<td>World War II, the Cold War in Asia, and Post-Cold War Dynamics</td>
<td>03.30.20</td>
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<tr>
<td></td>
<td>Maintaining and Adapting a Security Architecture</td>
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<tr>
<td>3</td>
<td>The Big Question</td>
<td>04.06.20</td>
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<tr>
<td></td>
<td>Understanding the Rise of China and the U.S. Response</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The Bigger Picture</td>
<td>04.13.20</td>
</tr>
<tr>
<td></td>
<td>The U.S. and the (Indo) Pacific - Strategic Prioritization and Regional Dynamism</td>
<td></td>
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<tr>
<td>5</td>
<td>9 dashed lines: Regional and Global Security in the South China Sea (and beyond)</td>
<td>04.20.20</td>
</tr>
<tr>
<td>6</td>
<td>Nuclear Woes</td>
<td>04.27.20</td>
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<tr>
<td></td>
<td>India-Pakistan, the Korean Peninsula, and U.S. Security</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>A New American Century, versus an Asian one?</td>
<td>05.04.20</td>
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</tbody>
</table>
Textbooks and Readings

Our textbook is below:

Joanne Wallis & Andrew Carr [eds.] Asia Pacific Security: An Introduction

We will use this from Week 2 in the course. Whilst there are a lot of online/provided readings, it is useful to have something that introduces you to these issues and orients us through the course.

There are of course a lot of helpful general books out there on history, transnational history, country specific studies, and U.S. strategy. I’ll share a few recommendations if you are feeling flush with cash/spot something in the library!

**China**

Westad Restless Empire; Christensen The China Challenge; Fenby Modern China; Bickers The Scramble for China; Bickers Out of China; Kroeber China’s Economy; Mitter China’s War with Japan; Economy The Third Revolution; Grasso et al Modernization and Revolution in China; Tom Miller China’s Asian Dream

**India/Pakistan**

Tharoor Inglorious Empire; Luce In Spite of the Gods; Von Tuzelmann Indian Summer; Guha India after Gandhi; John Keay India: A History; Nisid Hajari Midnight’s Furies; Somini Sengupta The End of Karma

**Japan**

LaFeber The Clash; Iriye Japan and the Wider World; Gordon A Modern History of Japan; Smith Japan Rearmed; Oros Japan’s Security Renaissance

**Others**

Hwang A History of Korea; Manthorpe Forbidden Nation; Goscha History of Vietnam

**Regional, and Transnational History**

Yahuda International Politics of the Asia Pacific; Mishra From the Ruins of Empire; Ikenberry & Mastanduno International Relations Theory and the Asia Pacific; Bose and Jalal Modern South Asia; Davis Late Victorian Holocausts; Kwasi Kwarteng Ghosts of Empire; Katzenstein A World of Regions; Osterhammel Transformation of the World

**US Strategy & Historical Trends**

Green By More than Providence; Brooks and Wohlfforth America Abroad; Campbell The Pivot; Acharya The End of American World Order; Schake Safe Passage; Beckley Unrivalled; Morris Why the West Rules, for Now; Walt The Hell of Good Intentions; Kagan The Jungle Grows Back; Kaplan Asia’s Cauldron; Paul Kennedy The Rise and Fall of the Great Powers; Fareed Zakaria The
Post American World; Carla Norrlof America’s Global Advantage (sophisticated take on American power); Charles A. Kupchan No One’s World; Barry R. Posen Restraint

Course Requirements, Due Dates, and Overall Grading

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of Overall Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Activity</td>
<td>10%</td>
<td>N/A</td>
</tr>
<tr>
<td>Discussion Pieces (3)</td>
<td>45%</td>
<td>In Modules 2, 4 and 6 – see Full Course Overview</td>
</tr>
<tr>
<td>Final Assignment Plan</td>
<td>10%</td>
<td>04.26.20 11.59pm</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>35%</td>
<td>05.10.20 11.59pm*</td>
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<tr>
<td></td>
<td></td>
<td>*We might have more leeway here but work to this!</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

The achieved grades will be given numerically in percentages on the UTEP grading scale:

59 & below (F)
60-69 (D)
70-79 [C]
80-89 (B)
90-100 (A)

See Curriculum and Classroom Policies for more information on grading at UTEP.

Late Policies

As this course lasts only 7 weeks, it is essential to be organized and manage your time wisely.

However! If, because of work, illness or family emergency, you find yourself struggling to keep up with what is expected, please email me as soon as possible. I know that on occasion life does of course intrude on other plans! As I mentioned above, I am aware that you have existing commitments and responsibilities at USASMA especially. I will be flexible as long as you communicate with me!

If you require an extension on course work because of extenuating work, health or family reasons, email me at least 24 hours before the relevant assignment deadline. Briefly explain your situation and request an extension of a specific length (e.g. 1 day). I will reply as soon as
possible. Depending on the case, you may need to submit supporting documentation (e.g. a doctor's note).

In cases where an extension has not been arranged and no contact has been made between me and the student, work submitted late will be subject to a penalty of 5% per day.

Assignments will not be accepted after they are 5 days late and there has been no communication between us; they will be given a grade of 0.

IMPORTANT! I will work with you on these issues! I know how busy you all are in the MDSS program, often with full time work commitments and everything else life throws at us! All I ask is that you make sure you let me know what is going on, and I will help.

Academic Integrity

As a UTEP student, you are expected to demonstrate academic integrity. In particular, you must properly identify and provide references for all material that you quote or paraphrase.

Cheating, plagiarism and collusion are all violations of the UTEP Handbook of Operating Procedures. Again, for more on this see the relevant section of the Curriculum and Classroom Policies. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will be referred to the Dean of Students Office for disciplinary action.

NOTE! Large tracts of texts copied verbatim, even if you have a reference for them, can be considered technical plagiarism, especially if they are not indicated with quotations. Repeating your own work can be a form of self-plagiarism and action can be taken accordingly.

We will cover this again in class. However, if you have any questions or concerns about this please do let me know. If in doubt – check!

Evaluations

We will have an official evaluation near the completion of the course through UTEP.

UTEP greatly appreciates your input and opinion on courses. From a personal perspective, I take your feedback seriously and will always try to incorporate it into the course where appropriate. We therefore greatly appreciate you taking the time to complete these evaluations.

IF I GET A 70% EVALUATION RESPONSE RATE, I WILL GIVE EXTRA CREDIT!

The Online Learning Community

Learning relies on the participation of all the people in the class to make it successful. You should actively engage in the course and be courteous and thoughtful at all times. Before you begin the course, take a few minutes to review the core rules of online communication. The key thing - be as respectful online as you would offline! Disagreement is healthy and natural; insults and *ad hominem* are not! Read other’s post carefully, respond with mutual respect, and
remember we’re a community learning together.

Course Expectations & Key Coursework Advice

My Expectations of You...

My expectations are straightforward - I expect you to try your best on this course, keep to deadlines - or keep me informed if you need some extra time - and complete the work required! This course relies on the participation of all the people in the class to make it successful. The pace of these 8-week courses is pretty frenetic and requires significant motivation and self-discipline.

As this is a graduate course, the reading is quite extensive, and very important. This is the key thing I expect each week – for you to have completed some of the required reading. This reading, and some extra effort, is key to your Discussion Pieces and in the Final Assignment. Indeed, reading is the key to success! In my experience, there is almost always a correlation between those who demonstrate they have read carefully and widely during the course and those who get the highest marks!

Again, if you require content-related help and support, please reach out. You can use the Help Forum in the Blackboard shell - if you are wondering about something, probably other people are wondering too, and you are helping everybody out by being the brave one who asks! Plus, you can of course contact me directly anytime.

... and what you can expect of me

You should expect flexibility from me and understanding of any situations that might impact your work.

You should always feel comfortable approaching me for help, guidance, and advice. If you do need something, let me know. I will endeavor to respond to any email queries within 24 hours. I really do encourage you to contact me about your assignment topics early on.

Instructions and what you need to do to perform well in particular assessment tasks and on the course as a whole should be clear from the material provided you within and without of class.

I will endeavor to provide assessment feedback within ten days of the due date. I will let you know if there is any likely delay to that. Please note, due to increased work responsibilities I have increased this time. I will do my best, keep you posted, and I appreciate your patience and understanding.

If there is anything you are unsure of, let me know! Again, communication between us will only ever help.

General Advice for Assessed Work

Each assessment is designed for me to gauge your understanding of the material and your ability to explain and synthesize it. However, in the Discussion Pieces, and especially the Final
**Assignment**, the higher marks will be picked up when you show your ability to analyze and think critically about the topics we have covered. The course questions are all intended to provoke you to think through the particular topic in an analytical way. Often you will be trying to argue for or against a position, showing why a certain point stands, providing evidence for a claim, and showing you understand the reasons why things happened. As mentioned above, your research and reading are the bedrock upon which all good work is based for all the tasks, so be sure to keep up with reading, and research widely for your Assignment.

**Referencing**

Correct referencing should be used in each and every piece of work, including the Discussion Pieces. Please use APA style for referencing specifically. Be consistent and accurate in each piece of work. You can post referencing questions to the Help Board if you have any.

See [here](#) for some referencing guidance – again, focus on the APA style guide. Please note, you only need to reference using APA. You do not need to follow the structure of an APA paper (e.g. only do an abstract if you want to, don’t feel like you have to!),

Again, we will cover this a little more ‘in course’, and please, please, please ask questions if you need to!

**Submission of Work**

Everything will be submitted via Blackboard, and the links for Discussion work will be in each relevant module. It should be clear once you are in there!

For the **Final Assignment Plan** and the **Final Assignment**, you will be able to submit your work in the ‘Assignments: Submission and Guidance’ section of our Blackboard page. The instructions should be clear, but please email me if you have any questions prior to submission.

**Other Important / Helpful Information**

**UTEP Course Drop Policy**

If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student’s responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.**

You should contact me as your advisor about this.

a) Students who drop a course **before the “official census date,”** the course will not appear on the transcript, and doesn’t count toward the 6-course drop limit.

b) Dropping a course **after the official census date, but before the “course drop date”** will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, a “W” counts against your 6 drop limit.
c) If the course is dropped after the “course drop date” or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript.

d) UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A “W” or an “F” will be issued. A “W” for these reasons counts against the 6 drop limit.

Disability Statement

Individuals with disabilities have the right to equal access and opportunity. If you have a condition that may affect your ability to perform successfully in this course, it is your responsibility to contact The Center for Accommodations and Support Services (CASS) at (915) 747-5148 (voice or TTY) or cass@utep.edu. You are also encouraged to discuss this in confidence with me, preferably before classes begin.

Copyright & Fair Use

Much of the material that is posted within this course is protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Library & Writing Center

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

The short video tutorials available here provide an overview of library resources and how best to navigate them.

Click this link for the INSS Library Guide.

The INSS librarian, Angela Lucero, is extremely helpful, and can assist you with any issues around resources and reading materials. She can be contacted at ajmartinez5@utep.edu.

The University Writing Center offers both online and face-to-face consultations; online consultations require a reservation.
### Full Course Overview

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<thead>
<tr>
<th>Module</th>
<th>Learning Objectives</th>
<th>Required and Recommended Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 03.23.20&lt;br&gt;The Pacific and Asia in the U.S.’ Imagination, China’s Humiliation, and Japan’s Rise</td>
<td>1. Discuss the drive to the Pacific and what lay beyond…&lt;br&gt;2. Analyze the efforts to ‘open’ China and Japan&lt;br&gt;3. Think about the ‘Open Door’ in U.S. strategy&lt;br&gt;4. Discuss China and Japan’s contrasting history of humiliation and emulation by and of industrialized powers</td>
<td><strong>Required</strong>&lt;br&gt;Alison A. Kaufman ‘The “Century of Humiliation” and China’s National Narratives’&lt;br&gt;U.S. Office of the Historian ‘The Opening to China Part I: the First Opium War, the United States, and the Treaty of Wangxia, 1839–1844’&lt;br&gt;The Meiji Restoration and Modernization&lt;br&gt;U.S. Office of the Historian ‘Secretary of State John Hay and the Open Door in China, 1899–1900’&lt;br&gt;Russo-Japanese War&lt;br&gt;Japan’s Quest for Empire&lt;br&gt;<strong>Recommended</strong>&lt;br&gt;John Dower ‘Black Ships and Samurai’</td>
<td>N/A</td>
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</tbody>
</table>
Empress of China – first U.S. ship to sail to China for trade
Jeffrey A. Keith ‘Civilization, Race, and the Japan Expedition’s Cultural Diplomacy, 1853–1854’ Diplomatic History 35, 2 (2011)

2. 03.30.20
World War II, the Cold War in Asia, and Post-Cold War Dynamics / Maintaining and Adapting a Security Architecture

1. Discuss the strategic consequences of the end of the war with Japan
2. Explore major themes and strategic decisions in the Cold War in Asia
3. Begin to consider the post-Cold War strategic environment in Asia
4. Outline key U.S. strategic interests in the region
5. Critically discuss the U.S.-Japan alliance in the context of developing China policy

Required
Carr and Wallis ‘Introduction’ in Wallis and Carr Asia Pacific Security

Recommended
James B. Steinberg ‘Too Much History: American Policy and East Asia in the Shadow of the Past’ Section from Green I

Discussion Piece (due Sun 11.59pm, replies next Tues):
Is the Century of Humiliation still relevant to China?’

Or
How much does ‘the Open Door’ still reflect a core component of U.S. grand strategy in Asia today?

Or
Give an overview of the U.S. core regional aims in Asia-Pacific
<table>
<thead>
<tr>
<th>3. 04.06.20</th>
<th>The Big Question</th>
<th>Understanding the Rise of China and the U.S. Response</th>
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<tbody>
<tr>
<td></td>
<td>1. Consider the regional and global implications of China’s rise</td>
<td><strong>Required</strong></td>
</tr>
<tr>
<td></td>
<td>3. Begin to critically assess this policy</td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td></td>
<td>4. Put China’s rise in some context!</td>
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<td></td>
<td>Also check Blackboard this week for more!!!</td>
<td>during the Cold War</td>
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<tr>
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<td>Or</td>
<td>Briefly analytically discuss the Cold War U.S.-Japan security agreement and how it has shifted</td>
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<tr>
<td></td>
<td>Or</td>
<td>Did the U.S. solve Japan’s resource dilemma?</td>
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<td></td>
<td>Or</td>
<td>Explain and briefly explore the legacy of Nixon’s China strategy</td>
</tr>
</tbody>
</table>
Christopher Layne “This Time It’s Real: The End of Unipolarity and the Pax Americana.” *International Studies Quarterly* 56,1 (2012)

Organization of Economic Complexity
– [China’s Economy](#)

**Recommended**

Beckley – *America Unrivalled* section (will try and share with you)

Dan Drezner *The System Worked* section (will try and share with you)


Graham Allison ‘China vs. America: Managing the Next Clash of Civilizations’ *Foreign Affairs* (September/October, 2017)

Glosserman Ch1 in *Asia Pacific Security*
<table>
<thead>
<tr>
<th>Source</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dittmer Ch 2 in <em>Asia Pacific Security</em></td>
<td></td>
</tr>
<tr>
<td>Hal Brands, Zack Cooper</td>
<td>‘After the Responsible Stakeholder, What? Debating America’s China Strategy’</td>
</tr>
<tr>
<td>Liza Tobin</td>
<td>“Xi’s Vision for Transforming Global Governance: A Strategic Challenge for Washington and its Allies”</td>
</tr>
<tr>
<td>TNSR Policy Roundtable</td>
<td>‘Are the United States and China in a New Cold War?’</td>
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<tr>
<td>Christopher Layne</td>
<td>‘The US–Chinese</td>
</tr>
</tbody>
</table>
power shift and the end of the Pax Americana’ *International Affairs* 94,1 (2018)

De Graaff and van Apeldoorn ‘US–China relations and the liberal world order: contending elites, colliding visions?’ *International Affairs* 94, 1) 2018


### 4. 04.13.2-
The Bigger Picture | The U.S. and the (Indo) Pacific - Strategic Prioritization and Regional Priorities amidst Regional Dynamism

1. Think more widely about regional change and dynamism
2. Assess the implication of rising powers on regional and global order...
3. ... especially for the U.S., its relative power, and its grand strategy
4. Think about this from different theoretical perspectives
5. Critically examine the strategic switch

**Required**

- Davies Ch 11 in *Asia Pacific Security*
- Jeff. M. Smith ‘Unpacking the Free and Open Indo-Pacific’
- Jeff. M. Smith ‘China’s Rise and (Under?) Balancing in the Indo-Pacific: Putting Realist Theory to the Test’
- Jean-Loup Samaan ‘Confronting the Flaws in America’s Indo-Pacific Strategy’

**Discussion Piece (due Sun 11.59pm, replies next Tues):**

Discuss the importance of U.S. relations with a regional country in the context of China’s rise/U.S. strategic interests (you can do either/both these elements)
<table>
<thead>
<tr>
<th><strong>Recommended</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Alyssa Ayres</em> ‘The US Indo Pacific Strategy Needs more Indian Ocean’</td>
</tr>
<tr>
<td><strong>USINDOPACOM Posture Statement 2019</strong></td>
</tr>
<tr>
<td>Pretty much anything Chs 1-5 in <em>Asia Pacific Security!</em></td>
</tr>
<tr>
<td><em>Rahul Sagar</em> “State of Mind: what kind of power will India become?” <em>International Affairs</em> 85, 4 (2009)</td>
</tr>
<tr>
<td><em>Alyssa Ayres</em> ‘Will India Start Acting like a Global Power’ <em>Foreign Affairs</em> 96, 6 (November/December, 2017)</td>
</tr>
<tr>
<td><em>T.V. Paul</em> ‘How India will React to the Rise of China: The Soft-Balancing Strategy Reconsidered’</td>
</tr>
</tbody>
</table>

*Or*  
Is Layne right – is it real this time?  
(As) Briefly (as possible) evaluate the decline debate and U.S.-China power dynamics  
*Or*  
Critically assess the change to an Indo-Pacific strategic focus  
*Or*  
Where should India fit into an Indo-Pacific strategy? What are the challenges?
<table>
<thead>
<tr>
<th>Authors</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael J. Green and Jeffrey W. Hornung</td>
<td>‘Is Japan’s New Defense Plan Ambitious Enough?’</td>
</tr>
<tr>
<td>Adam P. Liff</td>
<td>‘Japan’s Security Policy in the “Abe Era”: Radical Transformation or Evolutionary Shift?’</td>
</tr>
<tr>
<td>Hunter Marston</td>
<td>‘Why Tensions are Rising between Vietnam and China’</td>
</tr>
<tr>
<td></td>
<td>(please let me know if you can access this)</td>
</tr>
<tr>
<td>Shearer</td>
<td>‘Australia-Japan-U.S. Maritime Cooperation’ (pre-quad) – specific reports on Australia and New Zealand</td>
</tr>
<tr>
<td>Harding and Natelegawa</td>
<td>‘Enhancing the U.S.-Indonesia Strategic Partnership’</td>
</tr>
<tr>
<td>Mukherjee and Lim</td>
<td>“‘India is our Brother, China is our Friend’: Navigating Great Power Rivalry in Southern Asia”</td>
</tr>
<tr>
<td></td>
<td>You should be able to find stuff on other countries – for example here</td>
</tr>
<tr>
<td>5. <strong>04.20.20</strong></td>
<td>Required</td>
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<tr>
<td>9 dashed lines:</td>
<td>Katherine Morton&lt;br&gt;‘China’s Ambition in the South China Sea: is a Legitimate Maritime Order Possible?’&lt;br&gt;<em>International Affairs</em>&lt;br&gt;92,4 (2016) pp. 900-940</td>
</tr>
<tr>
<td><em>Regional and Global Security in the South China Sea (and beyond)</em></td>
<td><strong>Recommended</strong></td>
</tr>
<tr>
<td>1. Explore the competing territorial claims in the South China Sea</td>
<td>Zac Cooper and Bonnie Glaser&lt;br&gt;<em>Podcast on South China Sea in 2018</em></td>
</tr>
<tr>
<td>2. Discuss solutions, and the U.S. role.</td>
<td>Map of competing claims (whole website is useful!!!)</td>
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<tr>
<td>3. Consider other maritime/territorial disputes</td>
<td>See if you can spot any differences between maps above and those in the <em>South China Morning Post</em>!</td>
</tr>
<tr>
<td>4. Consider the wider implications of this issue in light of previous discussion</td>
<td><strong>Recommended</strong></td>
</tr>
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<td></td>
<td>Manicom Ch 7 in <em>Asia Pacific Security</em></td>
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<tr>
<td></td>
<td>Bonnie S. Glaser <em>et al</em>&lt;br&gt;‘The U.S. Asserts Freedom of Navigation in the South China Sea’</td>
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<tr>
<td></td>
<td>Bonnie S. Glaser and Gregory Poling&lt;br&gt;‘Vanishing Borders in the South China Sea’</td>
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<td></td>
<td><strong>Final Assignment Plan 04.26.20 11.59pm</strong></td>
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<tr>
<td>6. <strong>04.27.20</strong></td>
<td>Nuclear Woes / India-Pakistan, the Korean Peninsula, and U.S. Security</td>
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</tbody>
</table>
| **Required** | 1. Explore the India-Pakistan conflict, its deep history, and its implications for regional and global security.  
2. Focus on its nuclear element and how that interacts with the wider issues.  
3. Explore the background of the current crisis on the Korean peninsula.  
4. Consider what these issues mean for U.S. security and strategy.  
5. Contextualize this with regard to regional security, especially South Korea and Japan.  
6. Examine potential responses, and | **Discussion Piece (due Sun 11.59pm, replies next Tues):**  
*Briefly critically discuss the U.S.’ strategic approach in the South China Sea.*  
**Or**  
*Outline the dynamics of the India-Pakistan conflict.*  
**Or**  
*Outline U.S. options on the Korean peninsula or with India Pakistan (good luck!)* |
Evan Braden Montgomery and Eric S. Edelman “Rethinking Stability in South Asia: India, Pakistan, and the Competition for Escalation Dominance.” *The Journal of Strategic Discussion Piece* |
limits to those responses.

<table>
<thead>
<tr>
<th>Source</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jon Wolfstahl</td>
<td>‘A Crucial First Step for Negotiating with North Korea’</td>
</tr>
<tr>
<td>Huxley and Taylor Ch 6 in <em>Asia Pacific Security</em></td>
<td></td>
</tr>
<tr>
<td>Anthony H. Cordesman</td>
<td>‘The Other Side of the North Korean Threat: Looking Beyond its Nuclear Weapons and ICBM’ <em>CSIS</em> (March 16th, 2018)</td>
</tr>
</tbody>
</table>

*Critically explore one of Green’s five key tensions for U.S. Grand Strategy in Asia going into the future.*
1. Discuss what the U.S. strategic approach to Asia should be.

2. Discuss whether Asia need a U.S. strategic approach.

3. Explore whether the U.S. can have an effective strategy in Asia?

4. Question whether the U.S.’ interests in Asia historically consistent?

**Required**

Taylor and Tow ‘Conclusion’ in *Asia Pacific Security*


**Recommended**

Goodman, Miller, Searight ‘U.S. Economic Strategy in the Asia Pacific’

Reminder – Davies Ch 11 in *Asia Pacific Security*

George Orwell ‘Notes on Nationalism’


Peter Dicken ‘The Centre of Gravity

**Course Evaluation:**

Please complete the evaluation survey provided by UTEP.

**Final Assignment:**

05.20.20 11.59pm
Work Advice

The purpose of this section is to give you some advice for all your assessed work in the course.

Overall Guidance

There are six pieces of assessed work on the course. One – Classroom Activity - should be a grade booster. The Final Assignment Plan is designed to help you prepare your Final Assignment, but it should be a solid plan when you submit it. The Discussion Pieces and Final Assignment are designed for me to gauge your understanding of the material and your ability to explain and synthesize it

In those latter exercises the higher marks will be picked up when you show your ability to analyze and think critically about the topics we have covered. The prompts are intended to provoke you to think through topics in an analytical way. Often you will be trying to argue for or against a position, showing why a certain point stands, providing evidence for a claim, showing

| Shifts: Transforming the Geographies of the Global Economy in *Global Shift* |
| Kori Schake ‘Back to Basics’ (let me know if you have trouble accessing this and I’ll try alternative ways of sharing) |
| Michael J. Mazzar ‘This is not a Great Power Competition’ (ditto on accessibility) |
| Antonio de Aguiar Patriot ‘Is the World Ready for Cooperative Multipolarity’ |
you understand the reasons why things happened, and showing you know the differences between how perspectives view events and phenomena.

Again, as mentioned above, your research and reading is the bedrock upon which all good work is based, so be sure to keep up with reading, and research widely.

**Tasks and Assessments**

**Classroom Activity**

This is a grade booster. Contribute in class– get 10 points!

**Discussion Pieces**

In Modules 2, 4, and 6, you should post a response to the Discussion Piece Prompts. This should be 700--900 words. This seems like a lot, but you do have a couple of weeks to complete them, and you’ll be surprised how quickly that word limit can be reached given the questions you are answering. I have recently changed the name of these exercises from Posts to pieces. That gives you an idea you are aiming for something thoughtful here!

You also must read your classmates' pieces and reply to at least two. Especially try to follow up on any responses to your pieces.

Your main discussion post should provide a clear, concise, and direct answer to the discussion question. You should draw in and apply ideas from the required readings, and extra marks can be secured with supplementary materials and outside sources. Provide references for all material that you paraphrase or quote directly. Try to add a bit of depth for the top marks – extra sources, explaining a process, noting complexity, applying an understood concept or theory…

Like your main discussion piece, your replies should be well written and offer something substantive. For example, in a reply you can: expand on a point; provide an example or an additional argument; ask a question; answer a question; suggest other areas to think about; or, in a considerate and constructive way, argue against a point. They don’t have to be long at all, just show you are engaged in the discussion.

Remember you are aiming to show your understanding, and ability to critically analyze the topic. I will provide materials and guidance each relevant week to get you thinking about the things to look out for and focus on in the discussion.

Each week's discussion is graded out of 10. To receive a mark of 9 or higher you must submit your pieces on time and:

- Provide a direct and insightful answer to the discussion question in your main discussion piece.
- Within the answer demonstrate you have engaged with and understood the week’s reading
Contribute at least 2 replies to classmates' main pieces, which advance the conversation.
Include supporting evidence that is specific and compelling.
Provide references in APA
Write clearly, smoothly, and precisely, avoiding errors in grammar, spelling, punctuation or syntax.

To aim for the 10, you should:

Go beyond the Required Reading with an extra source or two!
Show analysis and/or depth. Explain a process, go off the beaten track with deeper empirical material, accurately apply a theory or concept, critique a source, show how there are complexities, nuances, difficulties, and/or competing interpretations. You don’t have to do all of that! Just aim to give it some pizazz!
Make your replies really substantive, and show extra effort in them (provide references, make an analytical point, show some extra evidence)

If you are new to Discussion Pieces and would like some more advice, please email me.

Final Assignment Plan

Please produce a one-two page plan for your Final Assignment. It is due Sunday 26th April, 2020, 11.59pm.

Planning is essential for the Assignment. You are eventually going to write a 2500-3500 word piece on your chosen prompt or topic for the Final Assignment itself. Planning can help with a crucial thing in Assignment writing – STRUCTURE!

Over 1-2 pages, you should set out to achieve three things when planning – what prompt or question you want to tackle, the central points or points to argument you want to make, and how you want to structure your paper to achieve this. *I WILL PROVIDE A TEMPLATE FOR YOU TO USE FOR THIS!* However, here are some pointers!

What will your introduction be? Do you have an argument in your paper? Or something you want to explore in more depth?

What will choose to focus on? Why? What will you leave out for space?

What is the key context you need to give for your paper/assignment? Do you have a theory or concept you want to apply or use?

How will you build your answer or argument through structure? What will your sub-headings be? How will you connect your work?

What is some of the core content you will feature? What references have you found already? What do you need more of?

What will you conclude?
We can discuss this in Blackboard, or by email. I will look out for plans that are more advanced and cohesive than others, but really doing this is its own reward! It should be another grade booster, too.

**Final Assignment**

You are required to complete a Final Assignment at the end of the course. It should be:

- between 2500- 3500 words (with a 10% leeway)
- 12 font
- Times New Roman
- default Word margins
- Any images or figures clear and presentable

The Final Assignment is due 10th May, 2020 by 11.59pm. Work to this deadline. Let me know as soon as you can if it will be an issue.

The assignment questions are very much designed to provoke your critical analytical skill! However, if you want to tweak a question, or even design your own, you can do that. You must check your idea with me first though, as it has to allow you to meet some course objectives.

You may consult me at any point about the topics and issues you are considering for your assignments, via email. Obviously, the sooner you consult me, the more I can help, and the quicker you can get cracking! I encourage all of you to do this, but especially those who choose the more 'open' assignment questions where you decide an issue / institution to discuss, or those of you creating your own topic, so we can talk through your choices.

I do recommend getting going early. Having a plan early will help later, and it gives you more time to gather material. Check in with me.

Here are some suggested prompts for your Final Paper.

1. **Detail and explain** the origins of the Open Door policy in Asia in the late 19th Century, and **critically assess** its relevance for U.S. strategy in Asia today.

2. **Evaluate** how the U.S. and China can avoid the Thucydides Trap.

3. **Critically assess** the ‘Pivot to Asia’, including the Trans-Pacific Partnership (TPP), in the context of the Trump administration’s changes.

4. **Analytically discuss** whether the U.S. needs an **Indo-Pacific strategy**, and **what that should entail**

5. Briefly discuss the history and **critically analyze** U.S. strategic relations with an Asia-Pacific country or government authority (Taiwan) of your choice **other than Japan, China, or India**.
6. **Explore** relations between China and a regional neighbor including any territorial disputes in the South China Sea or elsewhere

7. **Evaluate** U.S. South China Sea strategy holistically

8. **Explain** the origins of the India-Pakistan conflict, and **evaluate** its current status. You can do this in the context of **U.S. interests**, or as a pure **explainer/analysis**.

9. **Briefly explain** the origins and development of the U.S.-Japan security alliance, and then **critically analyze** its contemporary importance and future

10. **Evaluate** India’s regional and global strategic importance from a U.S. perspective.

11. **Explore** the tensions on the Korean peninsula in the **context of U.S.-Japan, China or South Korean relations**.

12. **Complete a preparatory summary of the most important U.S. interests, major strategic issues, current and potential developments, and Command requirements for the United States Pacific Command’s (PACOM) Area of Responsibility (AOR). The aim is to aid the PACOM Commander draft a **Posture Statement**.**

13. **Explore** whether ensuring a New American Century means adapting to or shaping an Asian one.

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> **Assignment Marking Guide**

<table>
<thead>
<tr>
<th>Element of Assignment</th>
<th>Quality Indicators</th>
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<tbody>
<tr>
<td>Argument / Structure / Writing</td>
<td>Quality assignments will be well-written, clear, coherent, and well-structured. A clear sense of a developing answer, with an introduction, main body, and conclusion, should be obvious to the reader. Points should develop logically, with each sentence / paragraph relating to the one before it, and the one following it. Sub-headings should be used where appropriate. At the top level there will be a clear sense of academic style present in the work.</td>
</tr>
<tr>
<td>Content / Analysis / Critical Thought</td>
<td>The assignment provides a thorough response to the task, displaying an analytical approach. The analysis will be clear, logical, thoughtful, thorough, and well supported by evidence. In addition to showing an ability to explain and understand core material in a clear and precise manner, the best pieces of work will offer some form of argument towards the assignment question or task. They will marshal a wide range of research material and be able to synthesize it into a coherent response.</td>
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They will consider differing viewpoints / consequences / implications on a topic and /or issue. They will show an ability to understand the nuances of a topic by critically analyzing material, for example highlighting strengths and weaknesses in differing viewpoints, or exploring multiple implications of a policy issue. Importantly the best assignments will use this analysis to serve the argument or response. At the top range of marks an indication of strong independent thinking or originality will be present in the work.

| Research & Referencing | Assignment makes good use of at least 6 relevant, in-depth scholarly or government sources. Research is accurate and sufficient to support points/arguments made (evidence!). **Referencing** is consistent and accurate. At the top range of marks a willingness to go beyond what is required of a good answer and away from the Reading List will be shown (i.e. there will be significantly more than 6 references!) |
| Presentation / Spelling & Grammar | Formatting makes the assignment highly readable. Graphics (if any) are high resolution and add value to the written material. There are minimal errors in spelling, grammar, punctuation, and syntax. The essay is coherent and easily readable. |