

**City University of Hong Kong
Course Syllabus**

**offered by Department of Asian and International Studies
with effect from Semester B 2019/20**

Part I Course Overview

Course Title: East Asia and the US: Conflict and Interdependence

Course Code: AIS5034

Course Duration: One semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

This course surveys the post-war relationship between the countries of East Asia and the US, with a particular focus on economic, security and socio-cultural issues. East Asia and the US are connected across diverse spheres including global supply chains, international trade, security interests, immigration and popular culture. Students will assess the nature, depth and direction of these flows. What is the balance of conflict and interdependence in these economic, security and socio-cultural relationships?

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|---|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Identify the concepts of conflict and interdependence | | √ | √ | √ |
| 2. | Apply these concepts to the relationship between Asia and the US | | √ | √ | √ |
| 3. | Critically evaluate historical and contemporary patterns of economic interactions between Asia and the US | | √ | √ | √ |
| 4. | Explain the changing features of the US-Asia relationship in terms of immigration, popular culture and security | | √ | √ | √ |
| | | 100% | | | |

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | Hours/week (if applicable) |
|-----|--|----------|---|---|---|----------------------------|
| | | 1 | 2 | 3 | 4 | |
| | Lectures and readings | √ | √ | √ | √ | |
| | Student-led discussions | √ | √ | √ | √ | |
| | Documentaries | √ | √ | √ | √ | |
| | Mini-case studies: students will work together to develop research, collaborative and creative thinking skills | √ | √ | √ | √ | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | Weighting | Remarks |
|--|----------|---|---|---|-----------|---------|
| | 1 | 2 | 3 | 4 | | |
| Continuous Assessment: <u>100</u> % | | | | | | |
| Presentation | √ | √ | √ | √ | 30 | |
| Participation and attendance | √ | √ | √ | √ | 15 | |
| Presentation critique (discussant) | √ | √ | √ | √ | 15 | |
| In-class quizzes | √ | √ | √ | √ | 40 | |
| Examination: <u>Nil</u> % (duration: N/A, if applicable) | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|---------------------------------------|---|---|--|---|---|---|
| 1. Presentation | Quality of presentation (grammar, structure and coherent speech). Demonstration of research and prudent use of research materials in relation to argument | Excellent organisation and quality of material. Excellent demonstration of research and prudent use of research materials | Good organisation and quality of material. Good quality of coherent speech. Good demonstration of research and prudent use of research materials | Adequate quality of coherent speech. Adequate demonstration of research and prudent use of research materials | Marginal quality of coherent speech. Marginal demonstration of research and prudent use of research materials | Poor quality of coherent speech. Poor demonstration of research and prudent use of research materials |
| 2. Participation and attendance | Active and informed participation in class/class etiquette | Excellent demonstration of active and informed participation in class/ excellent class etiquette | Good demonstration of active and informed participation in class/excellent class etiquette | Adequate demonstration of active and informed participation in class/excellent class etiquette | Marginal demonstration of active and informed participation in class/excellent class etiquette | Poor demonstration of active and informed participation in class/excellent class etiquette |
| 3. Presentation critique (discussant) | Quality of critique and discussion. Demonstration of research and prudent use of research materials in relation to argument | Excellent critique and discussion. Excellent demonstration of research and prudent use of research materials | Good critique and discussion. Good demonstration of research and prudent use of research materials | Adequate critique and discussion. Adequate demonstration of research and prudent use of research materials | Marginal critique and discussion. Marginal demonstration of research and prudent use of research materials | Poor critique and discussion. Poor demonstration of research and prudent use of research materials |
| 4. In-class quizzes | (1) application of relevant examples and materials; (2) evidence of critical thinking and creativity | Excellent knowledge of relevant theories and concepts; Strong evidence of critical thinking and creativity | Good knowledge of relevant theories and concepts; Some evidence of critical thinking and creativity | Adequate knowledge of relevant theories and concepts; Adequate evidence of critical thinking and creativity | Limited knowledge of relevant theories and concepts ; Little evidence of critical thinking and creativity | Inadequate knowledge of relevant theories and concepts; No evidence of critical thinking and creativity |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

American-born Asians, consumption, defining conflict and interdependence, realism, liberalism and constructivism, demography and social opportunity, immigration, global climate change, global commodity chains, security threats, alliances, power transitions, soft power, technology, trade deficits

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Recommended Reading:

Text(s):

Acharya, Amitav and Buzan, Barry (eds), *Non-Western International Relations Theory: Perspectives on and Beyond Asia*, London: Routledge, 2009.

Allison, Graham, *Destined for War: Can America and China Escape Thucydides's Trap?* Boston and New York: Mariner Books, 2018.

Bergsten, C. Fred, *The United States and the World Economy: Foreign Economic Policy for the Next Decade*, Washington: Institute for International Economics, 2005.

Bowles, Paul, "Asia's Post-Crisis Regionalism: Bringing the State Back In, Keeping the (United) States Out" *Review of International Political Economy*, Vol. 9, No. 2, 2002, pp. 230-256.

Calder, Kent, *Pacific Alliance: Reviving U.S.-Japan Relations*, New Haven and London: Yale University Press, 2009.

Dent, Christopher M., *New Free Trade Agreements in the Asia-Pacific*, Houndmills: Palgrave, 2006.

Friedman, Thomas, *The World is Flat*, New York: Farrar, Straus & Giroux, 2009.

Gardels, Nathan, "America No Longer Owns Globalization" *International Herald Tribune*, January 24, 2007

Holland, Tom, "You Can't Have Decoupling in an Age of Globalization" *South China Morning Post*, June 26, 2009.

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

Kang, David C. and Xinru Ma, "Power Transitions: Thucydides Didn't Live in Asia," *The Washington Quarterly*, 41(1), Spring 2018, pp. 137-154.

Kim, Min-hyung, "Why Provoke? The Sino-US Competition in East Asia and North Korea's Strategic Choice," *Journal of Strategic Studies*, 39(7), 2016, pp. 979-998.

Krauss, Ellis S and Pempel, TJ (eds), *Beyond Bilateralism: US-Japan Relations in the New Asia-Pacific*, Stanford: Stanford University Press, 2004.

McKenna, Barrie, "Made in America, Toyota Style" *The Globe and Mail*, June 10, 2006.

Mearsheimer, John, "Taiwan's Dire Straits," *National Interest*, 130, Mar/Apr 2014, pp. 29-39.

Overholt, William H., *Asia, America and the Transformation of Geopolitics*, Cambridge: Cambridge University Press, 2008.

Pempel, TJ (ed) (2005) *Remapping East Asia: The Construction of a Region*, Ithaca: Cornell University Press.

Roach, Stephen (2009) *The Next Asia: Opportunities and Challenges for a New Globalization*, New York: Wiley.

Shin Soon-ok, "South Korea's Elusive Middlepowermanship: Regional or Global Player," *The Pacific Review*, 29(2), 2016, pp. 187-209.

Slaughter, Anne-Marie, "America's Edge: Power in the Networked Century," *Foreign Affairs*, January/February, 2009.

Tellis, Ashley and Wills, Michael (eds), *Strategic Asia 2006-07: Trade, Interdependence and Security*, Seattle and Washington, D.C.: The National Bureau of Asia Research, 2006.

Wade, Robert, "The US Role in the Long Asian Crisis of 1990-2000" in Lukanskas, Arvind John and Rivera-Batiz, Francisco G. (eds) *The Political Economy of the East Asian Crisis and its Aftermath: Tigers in Distress*, Cheltenham: Edward Elgar, 2001.

Zakaria, Fareed, *The Post-American World, 2.0*, New York: WW Norton, 2011.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Nil