

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public and International Affairs  
with effect from Semester A 2022/23**

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**Part I Course Overview**

<b>Course Title:</b>	<b>East Asia and the US: Conflict and Interdependence</b>
<b>Course Code:</b>	<b>PIA5034</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P5</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>AIS5034 East Asia and the US: Conflict and Interdependence</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## 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			
1	Lectures and readings	✓	✓	✓	✓			
2	Student-led discussions	✓	✓	✓	✓			
3	Documentaries	✓	✓	✓	✓			
4	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: 100%								
Presentation	✓	✓	✓	✓			30	
Participation and attendance	✓	✓	✓	✓			15	
Presentation critique (discussant)	✓	✓	✓	✓			15	
In-class quizzes	✓	✓	✓	✓			40	
Examination: 0% (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.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	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	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	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	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	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

Applicable to students admitted before Semester A 2022/23

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	Excellent organisation and quality of material. Excellent	Good organisation and quality of material. Good quality of coherent	Adequate quality of coherent speech. Adequate demonstration of	Marginal quality of coherent speech. Marginal demonstration of research and prudent	Poor quality of coherent speech. Poor demonstration of research and prudent

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	research and prudent use of research materials in relation to argument	demonstration of research and prudent use of research materials	speech. Good demonstration of research and prudent use of research materials	research and prudent use of research materials	use of research materials	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

(An indication of the key topics of the course.)

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.)

##### 2.2 Additional Readings

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

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.