

**GINS 4090E: Winter 2023**

**Carleton University**

**Arthur Kroeger College of Public Affairs**

**Bachelor of Global and International Studies**

**In-Person: Lectures-Patterson Hall # 240-Thursdays 14:35-17:25**

Course Title:

**Shifting Empires and Global World Order: US-China Rivalry and Northeast Asia**

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Office hours: Friday 11:00 AM- 1:00 PM, or by appointment

**Note: updates made to the syllabus are in red font.**

**Land Acknowledgement:**

The Instructor acknowledges the location of Carleton University campus on the traditional, unceded territories of the Algonquin nation. We acknowledge our responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

**Course Overview**

What does the changing fate of empires mean? With an imperial shift/decline, does a world order continue or change? A World order is less visible than the hegemonic character of an empire. A world order is deeply rooted in a global system of converging economic, geopolitical, and ideological interests. History is a witness to the rise and fall of successive world orders. In this seminar, we will be exploring the U.S-China Rivalry, primarily in Northeast Asia. The tension and saber-rattling in the Pacific have reached new highs as the U.S and China, each vying for dominance in this geopolitical competition. Northeast Asia is now the center of gravity in contemporary global affairs. We will also examine how smaller regional powers have the capacity to impact the great power rivalry. For regional small powers, domestic factors such as nationalism, identity, and the response to the Russia-Ukraine War play a role in shaping the rivalry between the U.S and China. With the ongoing Russia-Ukraine war, tension is rising in the western Pacific, with the outcome potentially threatening millions of lives and global stability.

## **Learning Outcomes**

By the end of this class, students will be able to;

- 1- Explain the historical process of the shift and decline of empires and the consequences on world orders and global systems.
- 2- Identify the different dimensions of the rivalry between the U.S. and China primarily in Northeast Asia.
- 3- Demonstrate an understanding of the role of regional powers in influencing the US-China Rivalry with special attention to Japan, the Korean Peninsula and Taiwan, and to a certain extent Southeast Asia.
- 4- Analyze how the Russian-Ukraine War is contributing to the ongoing military and political tensions in Northeast Asia.

## **Official Course Outline**

The course outline posted to the BGINs website is the official course outline.

## **Course Website**

This course has content on Brightspace. Students need to check the course website regularly.

Readings will be made available via Ares Library reserves or on the Brightspace page for the course (some of the readings are available [open access] on-line as indicated).

Course syllabus and information can be found under “Course Details” on the Content Page of Brightspace.

## **Prerequisite(s)**

Fourth year standing and enrollment in the Bachelor of Global and International Studies (BGINs) degree. This is a core course.

## **Course Communications:**

There are many ways to communicate with me and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Note that emailing the instructor is almost always the last resort. Here’s a guide to

communicating with me and your peers:

- *“I have questions about course content, assignments, and policies”*:  
ask these on the “Ask the Instructor” forum on Brightspace and/or during class time. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- *“I have questions about work I’m doing on my own assignments”*:

book an office hour appointment with me to discuss. These are not matters that can be handled efficiently over email.

- *“I need to connect with a peer to discuss a class-related issue”*:

post your question or request via the “Peer-to-Peer Exchange” forum on Brightspace and/or send the student an email using the Email function in Brightspace.

- *“I need to discuss something private, or to set up a time to discuss something private”*:

book an office hour appointment with me to discuss. These are no matters that can be handled efficiently over email. In general, use email only for quick questions of a personal nature, to book an office hour appointment, and/or to handle personal situations. Provide a subject line and limit yourself to the issues outlined above, and be sure to consult this syllabus and the course overview materials on Brightspace to see if they answer your question before you click “send.” Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday. Only Carleton emails are acceptable for all communications. **It is required to write the course code in the subject line of your email.** No personal accounts please.

### **Submission and Return of Term Assignment/Final Paper**

All assignments must be submitted in .DOCX format through the Brightspace page for this course. Late assignments will incur a penalty of 5% per day or a portion thereof. Assignments will not be graded if they are more than ten days overdue. Once graded, the mark and feedback will be returned to you by the Teaching Assistant (TA) assigned to your tutorial section. These tutors do not have the authority to grant extensions. Only the course instructor can grant an extension, and this will only be done under exceptional circumstances. The final exam essay is intended solely for the purpose of evaluation and will not be returned as per Carleton University policy.

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses. There is no excuse for not having copies of your own work. You may be asked to resubmit term work. Also, please retain a hard copy of the Course Outline.

### **Assignments, Evaluation and Dates**

The breakdown of the final grade is as follows: attendance 10%, group presentation 20%, Response Paper#1 15%, Response Paper#2 15%, and Final Paper 40%.

All written assignments must be submitted through Brightspace in .DOCX format.

<b>Attendance</b>	<b>10%</b>
<b>Group Presentation</b>	<b>20%</b>
<b>Response Paper # 1</b>	<b>15% (February 2)</b>

**Response Paper #2**

**15% (March 2)**

**Final Paper**

**40% Due date is April 7.**

## **Breakdown of Assignments:**

### **Attendance (10%)**

Attendance is expected and will be taken in lecture and in discussion groups (tutorials). Participants are expected to join the meeting each week having completed the readings, prepared to lead the discussion or give a short presentation, and equipped to discuss the material. If you are unavoidably prevented from attending your discussion group, please let the TA know as soon as possible. Absences and weak and/or limited participation will result in a diminished final grade. Due to the nature of this course there are no 'make-up' opportunities for lost participation marks.

### **Group Presentation**

During weeks 1 and 2 of the course, groups will be formed for presentations and assigned presentation dates. Each week, one group will make a presentation based on the theme of their assigned week of the course. The presentation criteria include **coherent communication, clear and engaging presentation, persuasive arguments** and **knowledge accuracy** in reference to the reading material.

Attention should also be paid to the key concepts and terms identified for the week's readings including the following:

- A summary of the main arguments – including analytical, theoretical and methodological foundations.
- What is the principal theme of the readings?
- How convincing are the main arguments? What insights do they provide and what are the limitations (look for contradictions, bias, oversights)? What are the strengths and weaknesses of the arguments presented?
- Do the readings challenge or reproduce, contradict, or elaborate on assumptions within the context of that week's subject matter?
- What are the issues that the readings are trying to address?
- What questions, concerns or insights did you have when you read the articles/chapters?
- Why is the author writing in this way or about this topic? What does the author's argument tell you about their position?

### **Group Presentation Grading Rubric (Total Mark: 20 points)**

### **Opening / Closing (5 Points)**

The start of presentation clearly lays out what topic and overarching research question(s) are being addressed.

The main ideas are presented in such a way as to effectively elicit interest from your audience.

The conclusion summarizes the main results of the research.

Recommendations are rooted in the research and well-argued.

### **Hypothesis, Research Question(s), and Focus (5 Points)**

The focus and research question(s) are well formulated and relevant.

The hypothesis argument is well-structured, logical, and clear. Different sources of information are well integrated into the justification.

### **Context and Depth of Analysis (5 Points)**

Important themes and background information are provided so that the audience understands the research question(s) and ideas presented.

The focus of the research question(s) and hypothesis are frequently referenced throughout the presentation.

The information given in the presentation is factual and accurate.

Individual reflections raised on the research topic are included, are logical, and are coherent.

### **Presentation Skills (5 Points)**

The presentation is organized and well prepared.

The speaking style is fluid, and appropriate for an academic classroom context.

The talk is well-formulated, intelligible, and well presented.

## **Response Papers**

**Response Paper #1**                      **15%**

**Response Paper #2**                      **15%**

For this assignment, students are to choose one of the course readings and formulate a response to it from their own perspective. The Response Paper should not merely be descriptive but analytical; it should include brief synopses of important sections of the reading and your thoughts and engagement with the text. In analyzing the reading, you may wish to think about some of the following questions:

- Are there conceptual approaches explored in the reading? Can you articulate them?
- What is the argument?
- How convincing do you find the argument?

- How does disciplinary background inform the approach and questions posed in the reading?
- What is the author's methodology? What are the strengths and limitations of a particular approach to the topic?

For the first Reading Response, select from the readings assigned in January. For the second Reading Response, select from the readings assigned in February.

The Reading Response should be five-pages, double-spaced (1,250 words).

## Response Papers Rubric:

### Structure 3pts total

- **Introduction**
  - The title describes the paper clearly, and is interesting and engaging.
  - The objective of the paper is easily identifiable, well thought out, well-formulated, and clearly stated. There is an explanation of the motivation or reasoning that produced the objective.
  - The main ideas of the paper are outlined clearly.
- **Body paragraph**
  - Ideas and arguments work together as a unified whole. Sophisticated arrangement; clear, formulaic plan.
  - Points and arguments consistently relevant to the idea and/or objective.
  - Logical and organic transitions from one point or idea to the next. Paragraphs support solid topic sentences.
  - All ideas flow logically; the argument is identifiable, reasonable, and sound.
- **Conclusion**
  - Conclusion highlights the result of the research without simply restating the main ideas and arguments.
  - The concluding statement looks beyond the immediate research to further lines of investigation or broader applications of the conclusion.

### Analysis 6pts total

- The main points of analysis (indicating key concepts and crucial arguments, and evaluations of contending arguments) are identified in a clear manner. Extending from this, an opinion on whether the author succeeds in supporting and analyzing their argument is expressed.

- Examines contending positions and addresses those arguments that would challenge one's own position.
- Ideas and arguments work together as a unified whole.
- Sophisticated arrangement: Clear, formulaic plan.
- **Commentary**
  - You are encouraged to express your ethical stand/opinion whenever possible.

## **Mechanics 1pt total**

- Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of the source; minimal to no spelling errors. The writing style is concise and in compliance with academic expectations.  
Citation? The style of citation is up to the student if it is consistent throughout the paper.

**Format** (Sticking to the instructions of the assignment)

Please adhere to the instructions. Failure to do so can cause grade reduction or a grade of Incomplete.

**Assignment Total = 10pts\*\***

## **Final Assignment (Final Research Paper) 40%**

The final research paper must be 2000-2500 words. The choice of citation style is open (e.g., MLA, Chicago, APA, etc...), but it must be consistent throughout the paper. The university policy on plagiarism applies.

### **Topic:**

Students are to write a critical research paper on any topic related to the course content.

If you are unsure whether your selected topic is appropriate, please discuss it with me.

**The final research paper is due on April 7, 2023.**

**Research Paper Grading Rubric (Total Mark is 40 points)**

### **Abstract (4 Points)**

Write a title that is interesting, engaging and clearly explains the research paper.

The abstract clearly summarizes the paper. The abstract should be between 150-250 words. The abstract is placed at the beginning of your paper, immediately following the title of the research paper. The abstract is submitted as part of the final research paper, on the same due date which is April 7, 2023. A list of 3-5 keywords demonstrates the core focus of the paper.

### **Research Question (4 Points)**

State clearly the research question. The research question is well formulated, thought-provoking, and original. Explain what has prompted this question and its relevance/significance for readers.

### **Methodology (3 Points)**

The most appropriate methods to deal with the question raised in relation to the topic (qualitative/quantitative) is well-noted and elaborated (interview, observation, content analysis, etc).

### **Literature Review (8 Points)**

The paper includes a separate section with appropriate and relevant information, background secondary (academic) sources, indicating familiarity with some key concepts/theories and publications on the topic. This section should end with a statement and justification of the working hypothesis.

### **Evidence and Analysis (15 Points)**

Identify with clear presentation of the main points and analysis (indicating key concepts and crucial arguments, evaluating contending arguments, making your own argument, and providing supporting evidence and reasons for your argument). Note that you must examine contending positions and address those arguments that would challenge your own position. Paper is divided into main arguments with sub-topics and proceeds logically from one focused discussion to the next. Ideas and arguments work together as a unified whole. Sophisticated arrangement: Clear, formulaic plan.

### **Conclusion (3 Points)**

The conclusion highlights the main results of your research and implications of your findings.

### **Style and Referencing (3 Points)**

You may choose to cite any style of your choice (e.g., MLA, Chicago, APA, etc...), but it must be consistent throughout the paper. The bibliography consists of references including primary sources, secondary sources, and media sources. The research paper must cite 2-3 different academic sources besides 2-3 readings contained in the course syllabus. You may use Internet-based sources in addition to the academic and course sources. There are no mistakes in writing, grammar, and spelling. The writing style is concise and in compliance with academic expectations. PLEASE NOTE: I DO NOT ACCEPT WIKIPEDIA AS A REFERENCE. If you like something on Wikipedia, go to the original source.



**Evaluation**

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points. Please see below (Final Grades).

## **Classroom Interaction**

Throughout this course, there will be opportunities for you to interact with your instructor and your classmates! Students will interact with their peers and have opportunities to learn from their colleagues during learning activities, which include the group presentations. You are expected to behave with dignity and etiquette at all times, both in face-to face interactions and when engaging with each other online.

## **Dignified Manner**

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

## **Carleton University**

### **Global and International Studies**

#### **Academic Accommodation:**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable). The deadlines for examination accommodation arrangements through the PMC is November 11, 2022 for Fall examinations.

**Accommodation for Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Accommodation for Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**Accommodation for Student Activity:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the policy.

**Plagiarism :**The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and

- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

**Intellectual Property:** Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Statement on Student Mental Health**

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

#### **Emergency Resources (on and off campus):**

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## **Statement on Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's symptom reporting protocols.

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of Grades:**

If you wish to appeal the grade given to your assignment by your tutor, you must submit a letter to the instructor clearly outlining why you feel the grade should be changed. Final standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:**

All email communication to students will be via official Carleton university e-mail accounts and/or Brightspace. It is the student's responsibility to monitor their Carleton and Brightspace accounts.

## **Required Readings:**

**Readings will be available through ARES.**

You are responsible for checking the course website regularly and reading, watching, and/or listening to all material listed for each week. Occasionally, I will post articles or links that are course-related and informative. For the intellectually adventurous I will happily provide more challenging readings – just ask.

## **GINS 4090E Course Schedule**

### **Week 1 (January 12)**

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#### **Introduction: Empires, World Orders and the U.S.**

#### **Required Readings:**

- Chapter 1 “Empires and World Order,” in McCoy, A. W. (2021) To govern the globe: world orders and catastrophic change. Chicago, Illinois: Haymarket Books. PP. 1-26
- Chapter 5 (from page 214 to 260) “Pax Americana,” in McCoy, A. W. (2021) To govern the globe: world orders and catastrophic change. Chicago, Illinois: Haymarket Books. (Pp.214-260)
- Video- a TV Interview (23.46 minutes):  
“Will the new world order be less American?”  
December 1<sup>st</sup>., 2022  
<https://www.aljazeera.com/program/the-bottom-line/2022/12/1/will-the-new-world-order-be-less-american>

#### **Additional Readings:**

- Doshi, R. (2021) The Long Game: China’s grand strategy to displace American order. New York, New York: Oxford University Press.( Available online-library)
- Global Research Newshour (59 Mins.)  
The Collapse of America Part 1: What History Teaches us About the Rise and Fall of Empires;  
<https://www.globalresearch.ca/the-collapse-of-america-what-history-teaches-us-about-the-rise-and-fall-of-empires/5762205>

**Empires and World Orders: A Perspective from China and Asia**

**Required Readings:**

- Zhao, T. (2006). Rethinking Empire from a Chinese Concept ‘All-Under-Heaven’ (Tian-xia). *Social Identities*, 12(1), 29–41.
- Kang, D. C. (2020). International order in historical East Asia: Tribute and hierarchy beyond sinocentrism and eurocentrism. *International Organization*, 74(1), 65–93.
- Zhang, F. (2014). How hierarchic was the historical East Asian system? *International Politics*, 51(1), 1–22.

**Additional Readings:**

- Hamashita, T. (2003). Tribute and treaties: Maritime Asia and treaty port networks in the era of negotiation, 1800–1900. *The resurgence of East Asia, 500, 150 and 50 years perspectives* (pp. 17–50). Routledge.

**Week 3 (January 26)**

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**China: A New World Order?**

**Required Readings:**

- Chapter 6 “Beijing’s World System” in *To Govern the Globe: World Orders & Catastrophic Change*. Chicago, Illinois: Haymarket Books. Pp.163-300
- Chapter 2 “The Rise of China and the Emerging order in Asia” in Li, M. & Kemburi, K. M. (2015) *China’s power and Asian security*. Mingjiang Li & Kalyan M. Kemburi (eds.). Abingdon, Oxon ;: Routledge. Pp.25-41
- Liu, X. (2022). Reimagining the Global Order: China in History and Theory. In: Cooke, S. (eds) *Non-Western Global Theories of International Relations*. Palgrave Studies in International Relations. Palgrave Macmillan, Cham.Pp.73-99

**Additional Readings:**

- Mearsheimer, J. J. (2010). The gathering storm: China’s challenge to US power in Asia. *The Chinese Journal of International Politics*, 3(4), 381–396.



**Week 4 (February 2)**

( Response paper#1 due today)

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## **U.S.-China Relations: Background, Risks and Challenges**

### **Required Readings:**

- Chen, J. (1997). The Myth of America's 'lost chance' in China: A Chinese perspective in light of new evidence. *Diplomatic History*, 21(1), 77–86.
- Medeiros, E. S. (2019) The Changing Fundamentals of US-China Relations. *The Washington quarterly*. [Online] 42 (3), 93–119.
- Alastair Iain Johnston (2019) China in a World of Orders: Rethinking Compliance and Challenge in Beijing's International Relations. *International Security*. 44 (2), 9–60.

### **Additional Readings:**

- Uri Friedman, “America Is Alone in Its Cold War With China,” *the Atlantic*, Feb. 2020.
- The Collapse of the Liberal World Order  
<https://foreignpolicy.com/2016/06/26/the-collapse-of-the-liberal-world-order-european-union-brexit-donald-trump/>

**Week 5 (February 16)**

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## **Northeast Asia Dynamics in the Shadow of U.S.-China Rivalry I**

### **Required Readings:**

- Xiaohe, C. (2014) Northeast Asia: Rivalries among Powers. *Korea observer*. 45 (1), 87–116.
- Choi, J. K. & Moon, C.-I. (2010) Understanding Northeast Asian regional dynamics: inventory checking and new discourses on power, interest, and identity. *International relations of the Asia-Pacific*. 10 (2), 343–372.
- Liu, X. (2016). Anarchy in the East: Eurocentrism, China-centred geopolitics and uneven and combined development. *International Politics*, 53(5), 574–595.

### **Additional Readings:**

- Kyunghan Lim (2015) Non-traditional Maritime Security Threats in Northeast Asia: Implications for Regional Cooperation. *Journal of international and area studies*. [Online] 22 (2), 135–146.
- Gong, K. (2020) China in an Evolving Northeast Asia: Roles and Contributions. *China quarterly of international strategic studies*. 6 (1), 53–77.

## Week 6 (February 9)

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### Northeast Asia Dynamics in the Shadow of U.S.-China Rivalry II

#### Required Readings:

- Ch. 2 “Leadership Rivalry and Crisis-Driven Cooperation: Dynamics among mutually Distrustful China, Japan and Korea ( Dong Xiang Rong)” in Teo, V. et al. (2014) *The Koreas between China and Japan*. Victor Teo & Lee Guen (eds.). Newcastle upon Tyne, England: Cambridge Scholars Publishing.
- Cha. 14 “The Changing security dynamics in Northeast Asia and the US alliance with Japan and South Korea” in Li, M. & Kemburi, K. M. (2015) *China’s power and Asian security*. Mingjiang Li & Kalyan M. Kemburi (eds.). Abingdon, Oxon ;: Routledge. Pp265-282
- Lee, J.-Y. et al. (2022) Decoupling from China: how U.S. Asian allies responded to the Huawei ban. *Australian journal of international affairs*. [Online] 76 (5), 486–506.

#### Additional Readings:

- Choi, S.-Y. (2022) Volatility spillovers among Northeast Asia and the US: Evidence from the global financial crisis and the COVID-19 pandemic. *Economic analysis and policy*. [Online] 73179–193.
- Park, J. (2022) Promoting Measures for Peace and Cooperation in Northeast Asia: Conditions and Major Agenda 1. *The Journal of East Asian affairs*. 35 (1), 113–169.
- Young, S. M. (2015) U.S.-China Relations: Balancing Cooperation and Competition in the Most Important Bilateral Relationship in Both the Region and the World. *American foreign policy interests*. [Online] 37 (3), 166–174.
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## Break – February 20-24 (No Classes)

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## Week 7 (March 2)

**Response Paper#2 Due today**

### Regional States Shaping Great Power Rivalry: The Role of Japan

#### Required Readings:

- Hatoyama, Y. (2021) US-China Rivalry and Japan’s Strategic Role. *The Washington quarterly*. 44 (2), 7–19.
- Sahashi, R. (2020) Japan’s strategy amid US–China confrontation. *China International Strategy Review*. (2), 232–245.
- Sheila A. Smith (2021) The Growing Risk for Japan in the US-China Rivalry. *Global Asia (East Asia foundation)*. 16 (4), 30–34.

### **Additional Readings:**

- Living among the Elephants: South Korea and Japan's Response to the U.S.–China Maritime Rivalry in the Asia–Pacific. (2017) *The Korean journal of defense analysis*. 29 (3), 389–408.
- Heath, T. R. & Thompson, W. R. (2018) Avoiding U.S.-China Competition Is Futile: Why the Best Option Is to Manage Strategic Rivalry. *Asia policy*. 13 (2), 91–120.

## **Week 8 (March 9)**

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### **Japan-China Standoff over the Senkaku/Diaoyu Islands: An imminent Threat of War?**

#### **Required Readings:**

- Kim, S. K. (2021) The Senkaku Islands Dispute Between Japan and China: A Note on Recent Trends. *Ocean development and international law*. [Online] 52 (3), 260–273.
- Machida, S. (2020) Realist Concerns or Economic Interdependence? Japanese Citizens' Policy Preferences Toward China in the Issue of the Senkaku Islands. *East Asia* (Piscataway, N.J.). [Online] 37 (3), 223–241
- Sato, K. (2019) The Senkaku Islands Dispute: Four Reasons of the Chinese Offensive - A Japanese View. *Journal of contemporary East Asia studies*. 8 (1), 50–82
- Ch. 1, Introduction: Expanding the Competitive Space in “The Senkaku Paradox: Risking Great Power War over Limited Stakes,” O’Hanlon, M. E. (2019) Washington, D.C: Brookings Institution Press.
- Ch. 6, Conclusions and Recommendations in “The Senkaku paradox : risking great power war over limited stakes,” O’Hanlon, M. E. (2019) Washington, D.C: Brookings Institution Press.

#### **Additional Readings:**

- Yiallourides, C. (2017) Senkaku/Diaoyu: Are They Islands? *The International lawyer*. 50 (2), 347–366.
- Ch.2, Plausible Scenarios (from page 38 to Page 51) in “The Senkaku Paradox: Risking Great Power War over Limited Stakes,” O’Hanlon, M. E. (2019) Washington, D.C: Brookings Institution Press.
- Szanto, B. (2021) THE SENKAKU/DIAOYU ISLANDS DISPUTE: A DISPUTE FOR DISPUTE’S SAKE. *Asian affairs* (London). [Online] 52 (3), 583–600.
- 
- Krickel-Choi, N. C. et al. (2022) Embodying the state differently in a Westphalian world: an ontological exit for the Diaoyu/Senkaku Islands dispute. *Third world quarterly*. [Online] ahead-of-print (ahead-of-print), 1–19.
- Zhai, Y. (2021) Discourse power: sovereignty claims over the Diaoyu/Senkaku Islands. *Territory, politics, governance*. 9 (2), 203–221.
- Zhai, Y. (2021) Discourse interactions in world politics: the dispute over the Diaoyu/Senkaku islands. *Cambridge review of international affairs*. 34 (4), 570–589.
- Burcu, O. (2022) Chinese Nationalism through the Prism of the Sino–Japanese Dispute over the Diaoyu/Senkaku Islands. *Asian studies review*. 1–21.

## Week 8 (March 9)

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### Regional States Shaping Great Power Rivalry: The Role of the Korean Peninsula

- Lee, J.-B. (2021) US-China Rivalry for Hegemony and South Korea's Way. *The Journal of East Asian affairs*. 34 (1), 61–132.
- Ch. 12 “China’s Challenges in Accommodating both Koreas” in “Li, M. & Kemburi, K. M. (2015) *China’s power and Asian security*. Mingjiang Li & Kalyan M. Kemburi (eds.). Abingdon, Oxon ;: Routledge. ( pp. 131-145).
- AKUTSU, H. (2018) North Korea’s Nuclear Posture and Emerging Deterrence Strategy toward the US in the Kim Jong Un Era. *The Journal of International Security*. [Online] 46 (2), 1–22.

#### Additional Readings:

- Ch. 2 “China’s Shift to a two-Korea Policy” in Snyder, S. (2009) *China’s rise and the two Koreas : politics, economics, security*. Boulder, Colo: Lynne Rienner Publishers.
- Sohn, Y. (2019) South Korea under the United States-China rivalry: dynamics of the economic-security nexus in trade policymaking. *Pacific review*. [Online] 32 (6), 1019–1040.
- Ch. 1 “Conceptualizing the Koreas between China and Japan” in Teo, V. et al. (2014) *The Koreas between China and Japan*. Victor Teo & Lee Guen (eds.). Newcastle upon Tyne, England: Cambridge Scholars Publishing.
- Ch. 8 “The Korean Peninsula and the Sino-Japanese Rivalry” in Snyder, S. (2009) *China’s rise and the two Koreas : politics, economics, security*. Boulder, Colo: Lynne Rienner Publishers.

## Week 9 (March 16)

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### Taiwan and the Risk of War in the Western Pacific

#### Required Readings:

- Chen, D. P. (2019) The Trump Administration’s One-China Policy: Tilting toward Taiwan in an Era of U.S.-PRC Rivalry? *Asian politics & policy*. [Online] 11 (2), 250–278.
- Scobell, A. (2018) The South China Sea and U.S.-China Rivalry. *Political science quarterly*. [Online] 133 (2), 199–224.

#### Additional Readings:

- Chen, D. P. 2019. *US Taiwan Strait Policy: The Origins of Strategic Ambiguity* (Lynner Rienner, 2012)
- *U.S.-China Rivalry and Taiwan’s Mainland Policy: Security, Nationalism, and the 1992 Consensus* (Palgrave Macmillan, 2017).

**Week 10 (March 23)**

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## **U.S.-China Rivalry and Southeast Asia**

### **Required Readings:**

- Chapter 2, The U.S. “Free and Open Indo-Pacific” Concept in “Rivalry and Response: Assessing Great Power Dynamics in Southeast Asia,” Stromseth, J. R. (2021), Washington, DC: Brookings Institution Press. (19 pages)
- Ch. 9 “Facing the Challenges-ASEAN’s Institutional Response to China’s Rise” in Li, M. & Kemburi, K. M. (2015) China’s power and Asian security. Mingjiang Li & Kalyan M. Kemburi (eds.). Abingdon, Oxon ;: Routledge. (pp. 181-195)
- Chapter 3, “At a Strategic Crossroads: ASEAN Centrality amid Sino-American Rivalry in the Indo-Pacific, in “Rivalry and Response: Assessing Great Power Dynamics in Southeast Asia,” Stromseth, J. R. (2021), Washington, DC: Brookings Institution Press. (19 pages)

### **Additional Readings:**

The Mekong-U.S. Partnership and the Friends of the Mekong: Proven Partners for the Mekong Region, U.S Department of State ( Aug. 2021).

<https://www.state.gov/the-mekong-u-s-partnership-and-the-friends-of-the-mekong-proven-partners-for-the-mekong-region/>

- Ch. 6 Mobilizing the Indo-Pacific Infrastructure Response to China’s Belt and Road Initiative in Southeast Asia, in “ Rivalry and Response: Assessing Great Power Dynamics in Southeast Asia,” Stromseth, J. R. (2021), Washington, DC: Brookings Institution Press.

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## Week 11 (March 30)

### The Global South in U.S.-China Rivalry Context

- Ch. 9 “Belt and Road And China’s Relations with the Middle East and Sub-Saharan Africa in Dawn C. Murphy, China’s Rise in the Global South: The Middle East, Africa and Beijing’s Alternative World Order: (Stanford, CA: Stanford University Press, 2022) pp. 236-253
- Ch. 4 “Competing with Cooperation Forums? The China-Arab States Cooperation Forum and the Forum on China Africa Cooperation” in Dawn C. Murphy, China’s Rise in the Global South: The Middle East, Africa and Beijing’s Alternative World Order: (Stanford, CA: Stanford University Press, 2022) pp.54-95
- Benedicte Bull, “Caught in the Crossfire: The Inter-American Development Bank and US–China Rivalry” Essay, December 1, 2022  
(<https://thepeoplesmap.net/globalchinapulse/inte-american-development-bank-and-us-china-rivalry/>)

#### Additional Readings:

- The China-Arab States Cooperation Forum (CASCF)  
In 2004, China and the Arab League established the China-Arab States Cooperation Forum.  
<https://bricspolicycenter.org/en/forum-de-cooperacao-china-paises-arabes/>
- Paz, G. S. (2012) China, United States and Hegemonic Challenge in Latin America: An Overview and Some Lessons from Previous Instances of Hegemonic Challenge in the Region. *The China quarterly* (London). [Online] 209 (209), 18–34.
- Cooke, S. (2022) *Non-western global theories of international relations*. Samantha Cooke (ed.). Cham, Switzerland: Palgrave Macmillan..
- Adiong, N. M. (2013) *International Relations and Islam: Diverse Perspectives*. Newcastle-upon-Tyne: Cambridge Scholars Publisher.

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## Week 12 (April 6)

### Where do We Go from Here?

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### Scenarios of War and Peace in Northeast Asia and beyond Globally

#### Selected Readings:

- Ch. 5 “A Post-American World?” in Hung, H. (2016) *The China Boom : Why China will not Rule the World*. New York: Columbia University Press.
- Ch. 7 “China Reset” in Elizabeth C. Economy, *The World According to China*. (Medford: Polity Press, 2022) Pp. 207-225
- Robert A. Manning (2022) *Swimming in Uncharted Waters: Ukraine and US Asia-Pacific Policy*. *Global Asia* (East Asia foundation). 17 (2), 8–13.
- Bana, S. (2022) *Ukraine Will Not Happen in Asia: America Seeks to Check China through Taiwan Visit and Quad Initiatives*. *Asia Pacific bulletin* (Washington, D.C.). (620), 1–2.
- Al Jazeera Center for Studies (August 2022). *Ukraine: Toward a Prolonged War of Attrition Fuelling Great Power Competition*. <https://studies.aljazeera.net/en/policy-briefs/ukraine-toward-prolonged-war-attrition-fuelling-great-power-competition>

**Additional Readings:**

- Chapter 7 “Climate Change in the Twentieth Century” in To Govern the Globe: World Orders & Catastrophic Change.Pp. 203-220
- Four Scenarios for U.S.-China Relations and What They Mean for Japan,  
<https://www.tokyoreview.net/2019/05/four-scenarios-us-china-relations/>