Objectives

This seminar examines the contemporary controversies in the field of international relations, in light of the empirical evidence drawn from the Asia-Pacific region. Topics include power and deterrence, alliance politics, economic regionalism and rivalry, domestic politics and nationalism, multilateral institutions, nuclear proliferation, terrorism and Islamist militancy, territorial and maritime disputes, and energy and environment.

The course: (1) emphasizes the value of concepts and theories for developing generalizable arguments across time and space; (2) familiarizes students with prominent scholars and research findings in the field; (3) encourages each student to develop a focused area of expertise through the research and writing of a major social science paper; and (4) provides a setting in which students can learn from one another through discussions and presentations.

Reading Assignments

All required readings are available in “Resources” section of the Tufts trunk site (http://trunk.tufts.edu).

Requirements & Expectations

1. Preparation before class: online discussion forum and the Socratic method.

I have set up an online discussion forum, in the “Forum” section of the course trunk site. Students are strongly encouraged to respond to at least one of the discussion questions distributed in advance, before 12 p.m. on the day of the class. Each entry must be no more than a paragraph, addressing the discussion question, raising questions, and responding to their classmates’ comments. Please do not provide detailed summaries of the reading assignments—that is not the point of the discussion forum. The instructor will review the comments in the afternoon prior to the class. Students are required to review the comments in the “Forum” prior to class.

In the first half of the seminar (roughly 6:30-7:45 pm), I will use the Socratic method and call on each student once, to respond to a discussion question distributed in advance. Each student is expected to have completed all the reading assignments in advance, and be able to respond when asked by the instructor.

I do not expect you to understand all the materials before class. During every class, you are
expected to demonstrate that you have completed all reading assignments; discriminate the issues which you understand from the ones that you do not understand; express why you find some authors more persuasive or interesting than others; and raise questions that you feel are unresolved or demand further analysis. Discussion is a collective endeavor, and you are expected to contribute your share of opinions and questions as well as listen respectfully to those of others.

2. Research paper proposal (1 page) and annotated bibliography, due on **Tuesday, October 14**, on trunk.

   The proposal should pose the central research question that the student seeks to answer. The annotated bibliography should list *no less than 20 sources* (articles, books, official reports, websites etc.), and explain in a short paragraph (about 3 sentences) why *each* source is relevant to the research paper. To build the bibliography, the student is expected to start looking for sources from the first week of classes, and have a good sense of the kind of information that is available to complete the paper.

3. Draft of your paper (no less than 12 pages) due on **Friday, November 21**.

   The draft must demonstrate that the student has completed a significant amount of research, and suggest the next direction of the student’s research and likely conclusions. The drafts will be circulated to class members for discussion, for the student-led conferences during the last two classes.

4. Research Paper (about 25 pages) due on **December 18** (last day of final exams).

   The final research paper must reflect the suggestions and critiques the student received from the instructor in early December.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online discussion forum</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Proposal and annotated bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Draft</td>
<td>20%</td>
</tr>
<tr>
<td>Research paper</td>
<td>40%</td>
</tr>
</tbody>
</table>

1. **Online discussion forum and class participation**

   The instructor will grade each student’s contributions to the online discussion forum and class participation. In both instances, the instructors will evaluate how the student engages the ideas in the readings and other students’ opinions in a constructive and thoughtful way. Frequency of online contributions and speaking does not necessarily raise the student’s participation grade. Consistent lack of contributions to the online discussion forum and frequent absence from class will significantly lower the student’s grade.

   The instructor expects each student to come to every class. If the student knows that s/he would be absent from a class in advance (e.g. due to athletics, theater etc.), s/he must provide
comments to all discussion questions to the online discussion forum, prior to class. If the student must miss a class due to personal, health, or family emergencies, s/he must provide a signed note from a doctor, a family member, or an academic dean within one week after the missed class.

2. Deadlines for proposal, draft, and research paper.

Please do not ask the instructor for extensions for written work close to the deadline, saying that “I got too busy.” We all have extremely demanding schedules, and must plan our schedules in advance to meet all the deadlines. Your grade will be penalized by 1/3 of a letter grade for every twenty-four hours after the deadline of the assignments. This means that a grade of “B+” will be “B” if you submit your work within the first 24 hours after the deadline, and will be “B-” if you submit your work between the 24 to 48 hours after the deadline.

I will grant extensions for the written work, only in cases of documented personal, health, and family emergencies. The student must provide a a signed note from a doctor, a family member, or an academic dean.
Schedule of Topics and Due Dates

9/8. Introduction: Theories of International Relations and the Asia-Pacific Region

9/15. Power, Deterrence, and the Use of Force

9/22. Politics of Alliances

9/29. Political Economy of Regionalism and Rivalry

10/6. Political Regimes, Domestic Politics, and Nationalism

10/13. No Class (Columbus Day holiday)

10/14 (Tuesday), 5:00 p.m. Research paper proposal due.

10/20. Multilateralism, Security Institutions, and Socialization

10/27. Nuclear Weapons: Proliferation and Strategy

11/3. Territorial and Maritime Disputes

11/10. Terrorism, Insurgencies, and Abduction

11/17. Energy, Environment, and Disaster Relief

11/21 (Friday), 5:00 p.m.: 12-page draft due.

11/24. The Future of U.S.-China Relations

12/1. Conference (I)

12/8. Conference (II)

12/18 (Thursday). 25-page final paper due at 12:00 p.m.
Reading Assignments

9/8. Introduction: Theories of International Relations and the Asia-Pacific Region

*Please note the reading assignment below for the first day of class.*


9/15. Power, Deterrence, and the Use of Force

• Jeffrey Taliaferro. *Balancing Risks: Great Power Intervention in the Periphery* (Cornell, 2004), Ch. 4.


9/22. Politics of Alliances


9/29. Political Economy of Regionalism and Rivalry


10/6. Political Regimes, Domestic Politics, and Nationalism

• Thomas Berger. *War, Guilt, and World Politics After World War II* (Cambridge, 2013), Ch. 4.


• Peter Hays Gries. *China’s New Nationalism: Pride, Politics, and Diplomacy* (California, 2004), Ch. 6.


10/20. Multilateralism, Security Institutions, and Socialization


10/27. Nuclear Weapons: Proliferation and Strategy


11/3. Territorial and Maritime Disputes


• Reading TBA.

11/10. Terrorism, Insurgencies, and Abductions


11/17. Energy, Environment, and Disaster Relief


• Reading TBA.
11/24. The Future of U.S.-China Relations


• Aaron Friedberg. *A Contest for Supremacy: China, America, and the Struggle for Mastery in Asia* (Norton, 2011), Ch. 9.


• Andrew Nathan and Andrew Scobell. “How China Sees America.” *Foreign Affairs* (September/October 2012).