East Asian International Relations  
(Draft)

GOVT 741-002  
Prof. Ming WAN  
Fall 2016  
Robinson Hall A223  
Thursday 4:30-7:10 pm  
Tel: 703-993-2955  
Research 202  
Email: mwan@gmu.edu  
Office hours: TR: 12:45-1:30; R: 3-4:15

Course Description:

This course analyzes the international relations of East Asia, focusing on how the system of international relations in East Asia has worked at different times rather than foreign policy of specific countries or particular hot-button issues. The course discusses history of East Asian international relations and applies various theoretical perspectives for understanding East Asian international relations.

This seminar is meant for focused reading, discussion and writing for graduate students. No exams are required. You should treat assigned readings as designed to help you understand the subject matter rather than as preparatory materials for exams. I have also included recommended readings, which you can read now or in the future.

Learning outcomes:

Students will demonstrate better knowledge of East Asian international relations

Students will gain deeper understanding of the main theoretical approaches

Students will communicate better their knowledge in class discussion, presentations and writing

Students will gain competency in producing knowledge about East Asian international relations

Grading:

For PhD students:

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<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Research paper (30-35 pages but no more than 35 pages)</td>
<td>70%</td>
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<tr>
<td>Presentation on research paper (12-15 minutes)</td>
<td>10%</td>
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<tr>
<td>Attendance and discussion</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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For MA students:

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Book review (7 pages and no more than 7 pages)</td>
<td>25%</td>
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Final essay (12-15 pages but no more than 15 pages)  45%
Presentation (final essay) (10-12 minutes)  10%
Attendance and discussion  20%

Total  100%

**Paper proposal:** Students present proposals for research paper or final essay to the professor for approval within the first month of the semester. A detailed guide for a research proposal is at the back of the syllabus. MA students should also follow the guide but do not have to be as detailed and you do not have to have a literature review.

**Research paper and final essay:** Essentially you flesh out your research proposal and add your findings. If your research suggests that your initial argument is incorrect, just adopt the new argument in the paper.

**Book review:** Pick one of the recommended books (not articles) for the course (not the six required books). Your book review should include a quick summary of the book you have chosen to review. But the focus should be on how well the author has addressed the following categories: the research question, the key arguments, the methods, the evidence, and the significance of the book. You may offer how some of the perceived problems might be addressed but the review should not be totally about what you would have done given the topic.

**Presentation:** You can also use the proposal guide. The key thing is for people to walk away knowing exactly your question and your argument. Your presentation should not go beyond the time allowed.

**Discussion:** We will have students who have volunteered or are assigned to be the lead discussants at the discussion sessions. Lead discussants will start class discussion, answering discussion questions or analyzing the reading assignments for the week.

Students should aim at signing up to be lead discussants for at least ten times for ten weeks.

When discussing the assigned readings, you should go right to the core of the readings, namely what is the puzzle to be tackled, what is the explanation, and what is the finding? In essence, you are discussing the would-be research proposals for the authors plus findings. You also need to critique the work.

You may use handouts or visual aid. Prepare a few discussion questions for the class. I will also prepare some questions for the class.

**Attendance:** I will take attendance sheet.
**Participation grade:** based on how often students sign up to be a lead discussant, how often they participate in discussion of the questions they have not signed up for, the quality of class discussion, and attendance.

**Late policy:** Students may request extension in a formal letter to the instructor (not email although email attachment is acceptable) at least 24 hours before paper is due and mainly for serious sickness or family emergencies.

**Special needs:**

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

**Academic integrity:**

Faculty in SPGIA have zero tolerance for academic dishonesty and will strictly enforce Mason’s honor code.

1. Quizzes, tests and examinations. No help may be given or received by students when taking quizzes, tests, or examinations, whatever the type or wherever taken, unless the instructor specifically permits deviation from this standard.

2. Course Requirements: All work submitted to fulfill course requirements is to be solely the product of the individual(s) whose name(s) appears on it. Except with permission of the instructor, no recourse is to be had to projects, papers, lab reports or any other written work previously prepared by another student, and except with permission of the instructor no paper or work of any type submitted in partial fulfillment of the requirements of another course may be used a second time to satisfy a requirement of any course in the school. No assistance is to be obtained from commercial organizations which sell or lease research help or written papers. With respect to all written work as appropriate, proper footnotes and attribution are required.

**Reading materials:**

This course requires six books, five of which are either on print reserve or have an electronic version online. There are also readings that can be downloaded from GMU library databases (go to GMU library site and E-Journal finder to locate the journal and then the article). Reading is due before class.

**Required books:**


**Background reading:**

If you do not have a strong background in East Asia, you may want to read the following books in that order. BUT you do not need to read them to be successful in this class.


If you do not have a strong background in IR theories, you may want to read the following books in that order.


Thucydides, *The Peloponnesian War*. 


**Reading Assignments**

**September 1, 2016: Introduction to the course**


**Recommended:**


**PART I: Early History of East Asian International Relations**

**Sept. 8 and 15, 2016: The Chinese World Order**


Recommended:


Sept. 22 and 29, 2016: Japanese imperialism


Urs Matthias Zachmann, “Blowing Up a Double Portrait in Black and White: The Concept of Asia in the Writings of Fukuzawa Yukichi and Okakura Tenshin,” *Positions*, 15: 2 (Fall 2007), pp. 345-368.


Recommended:


PART II: Postwar East Asian International Relations

Oct. 6 and 13, 2016: American hegemony and East Asia


Recommended:


**October 6: Proposal for Research Paper or Final Essay Due**

**Oct. 20 and 27, 2016: East Asian security order**


**Recommended:**


**October 20, 2016: Book review due**

**Nov. 3 and 10, 2016: East Asian political economy order**


**Recommended:**


**November 17, 2016: China’s rise and regional order**


**Recommended:**


David Shambaugh, *China’s Future* (Polity, 2016).

**December 1, 2016: Presentations**
December 8, 2016: Presentations

December 8, 2016: Research Paper or Final Essay Due
Guide for Writing Your Research Proposal

I. Title: Be as explicit as possible

II. Introduction:

1. A concise statement of your research question or what you want to study. Ideally, your question should be puzzlingly at least to yourself.
2. Reason for studying this question or why people need to bother about this question.
3. Purpose of your research or what you hope to achieve through your research.
4. Your proposed solution upfront.

III: Conceptual Framework:

1. Identify your dependent variable or what you want to explain.
2. Identify possible independent variables or what factors you will consider to explain what you want to explain.
3. Nominal definition of your key concepts or the meaning of your concepts.
4. Operational definition of your key concepts or how to measure your concepts. It is the variation you want (strong protection for Country A but limited protection for Country B, etc).

IV. Literature Review

Survey whether other scholars have dealt with this issue and explain your proposed dependent variable and why you do not think there has been sufficient research or right explanation for your research question.

V. Hypothesis or what your think is the proper relationship between your dependent and independent variables (This can be put at the beginning of Part II as well). Make a logical step-by-step case why you think your proposed explanation makes sense.

VI. Research Design:

Describe your research design or how you are going to test your hypothesis.
1. Methods you are going to use and justification of your choice.
2. Description of your methods or specify how exactly your methods work. For example, if you want to use survey or field research methods, give examples of how you will do it. Be as specific as possible.
3. Source of your information or where you are going to find the information necessary for your research. If you want to use secondary sources, give some titles so that we know that you know what you are doing.