



COURSE NUMBER: INTS 402 (Fall 2019)

COURSE TITLE: Pacific Affairs

INSTRUCTOR: Dr. J.R. Lacharite

OFFICE HOURS: Tuesdays and Thursdays 1130am-1230pm or by appointment

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COURSE DESCRIPTION:

This course examines 'Pacific Affairs' in the 20th and early 21st centuries from a political, economic, cultural, and security standpoint. In particular, this course focuses on three of the most prominent and historically relevant countries in East Asia—China, Japan, and South Korea—and their relationship to the West. The main goals of INTS 402 are fivefold: 1) to provide an enriching historical and cultural context from which to better understand contemporary 'Pacific Affairs;' 2) to get students to think critically about comparative political systems in East Asia; 3) to look at China's, Japan's, and Korea's unique approaches to economic development and to discuss whether, and what kind(s) of implications, the 'Asian model' has for Anglo-American free-market capitalism; 4) to review some of the current security issues unfolding in the region—for example, the nuclearization of North Korea, Japanese rearmament, and Taiwanese independence; and 5) attempt to determine what role—if any—the United States (and Canada) should be playing in the Pacific.

It is important to note that this is a 'thinking' course. Hence, it is hoped that by the end of the semester students will have developed a balanced and critical understanding of the ideas, institutions, and actors that underlie and shape political and economic affairs in the Pacific region. It is also hoped that this course will help students develop their capacity for logical and critical thinking through readings, and importantly, through 'student to lecturer' and 'student to student' interaction(s). As this is a 400 level course, students will be expected to start learning how to master several fields of inquiry.

***Please Note:* If there are students in this course who, because of a disability, may have a need for special academic accommodations, please come and discuss this with me, or contact the Academic Resource Centre located in room 10-1048.**

COURSE OBJECTIVES:

- To foster a critical understanding of Chinese, Japanese, and Korean politics, culture, and society.

- To foster the ability to find, evaluate, and effectively use relevant information in support of an argument with regards to the most salient issues confronting ‘Pacific Affairs’ in the 21st century.
- To foster a competent understanding of comparative political systems in East Asia.
- To foster an understanding of China’s, Japan’s, and South Korea’s economic development.
- To gain a key sense of the principal security issues involved in Chinese, Japanese, Korean, and U.S. relations.
- To develop the student’s ability to present his/her views in an articulate manner.
- To develop the student’s ability to write sophisticated and analytically rigorous essays that demonstrate a superb understanding of the material under review.
- To build confidence through in-class participation.

REQUIRED TEXTS:

Kaplan, Robert. *Asia’s Cauldron: The South China Sea and the End of a Stable Pacific* (New York: Penguin-Random House, 2015).

Mahbubani, Kishore. *The New Asian Hemisphere: The Irresistible Shift of Global Power to the East* (New York: Public Affairs, 2008).

Yahuda, Michael. 2019. *The International Politics of the Asia-Pacific, 4th Edition*. (New York: Routledge, 2019).

COURSE ASSIGNMENTS AND GRADE WEIGHTING:

Assignment	Due Date	Grade Weighting
In-class participation and attendance	N/A	10%
China Quiz (1)	October 8, 2019	10%
Japan Quiz (2)	November 5, 2019	10%
Korea Quiz (3)	November 28, 2019	10%
Term Paper – 2000-2500 word essay (3000-3500 words for graduate students)	December 3, 2019	30%
Final exam	TBS – December 4-14, 2019	30%

Criteria of assessment for essays:

- Evidence of intellectual discrimination: ability to pick out key points and to show a sense of the issues;
- Evidence of intellectual control: mastery of the material; coherent organization; sensitivity to the use of concepts; and ability to construct a solid argument.
- Evidence of incisive style: the ability to say what one means and to say it logically, sequentially and concisely;
- Correct grammar, punctuation and spelling;
- Amount of quality research; and
- Proper notes and bibliography.

Extensions policy: Extensions on assignments are not permitted except in case of illness or due to serious extenuating circumstance. In the event of illness or serious extenuating circumstance, **the student** must inform the instructor before the due date and documentary evidence of the illness or serious circumstance must be provided to the instructor. In addition, **the student** must also provide the instructor with a draft of his or her assignment at the time of the illness or serious circumstance that indicates that substantial progress has already been made towards a final product. Assignments that are not submitted on the due date will receive a grade of zero.

Exam Policy: Please note that the term ends on the final day of the exam period **NOT** on the last day of classes. Students are advised not to make arrangements to travel on a date prior to the final exam as scheduled by the Registrar. The instructor will not hold early exams for the purpose of accommodating travel requests.

ASSIGNMENT DESCRIPTION:

Class attendance and participation: All students are expected to participate in class discussions. Class lectures will normally include a 20-30 minute discussion on the readings' key issues or some other 'current event.' Only constructive and thought-provoking comments or observations will be rewarded. To this end, it may wise to construct a series of questions on the basis of your assigned readings. This is a useful exercise that will likely add a refreshing dynamic to the course's learning experience. Bear in mind, however, that participating in class discussions can be stressful. Therefore, it is important that you do not respond to your fellow classmates' comments or questions in a belligerent or discouraging tone.

Quizzes and Exams: There will be three quizzes and one final exam for INTS 402. The quizzes will test your respective political, economic, and cultural knowledge of China, Japan, and Korea at various points throughout the semester. They are each worth 10 percent and will consist of short answer questions only. The final exam will be scheduled by the Registrar's Office between December 4th and 14th, 2019. It will include multiple choice, short

answer, and long answer questions. The short answer and multiple choice sections will be comprehensive in scope—so, be sure to take notes and keep up with the assigned readings. The long answer questions will test your ability to critically assess the major strengths and weaknesses of the major themes addressed throughout the duration of the course.

Term Paper. One 2000 to 2500-word essay is also required for INTS 402—for graduate students, the expectation is that you will submit a final paper of no less than 3000 words. Students are free to choose a topic that interests them. It must be related to the subject material outlined in the course schedule. No proposal and/or essay outline is required, but students are welcome to present their ideas to the instructor at least three weeks prior to the essay due date. If you decide to take advantage of this opportunity, then it is advised that you submit an email or email attachment of what it is that you intend to analyze, argue, and/or discuss throughout your essay.

COURSE SCHEDULE:

Date	Subject	Readings and Videos
Week 1	Introduction and Orientation	M.Y. – Introduction; and K.M. – Preface and Introduction.
Week 2	The Pacific Century and China's Rise	M.Y. Chapters 2 and 3; and K.M. – Chapter 1.
Week 3	Chinese Politics and Economic Development	M.Y. – Chapter 5; and R.K. – Prologue and Chapter 1.
Week 4	Chinese Militarization and Taiwanese Independence	R.K. – Chapter 2; and K.M. – Chapter 2.
Week 5	Japan – From Militarism to Democracy	R.K. – Chapter 3; and K.M. – Chapter 3.
Week 6	Japanese Society and Politics	R.K. – Chapter 4; and K.M. – Chapter 4.
Week 7	Japan – 20 th Century Regional and Global Economic Power	K.M. Chapter 4; and R.K. – Chapter 5.
Week 8	Japan – Preparing for 21 st Century Conflict?	M.Y. – Chapter 6; and R.K. – Chapter 7.
Week 9	The Korean Peninsula in Historical Context	K.M. Chapter 5; and R.K. – Chapter 8.
Week 10	South Korea's Journey from Authoritarianism to Modern Democracy	K.M. Chapter 6; and R.K. – Epilogue.
Week 11	Korea's Economic Miracle and the North Korean Conundrum?	M.Y. – Chapter 7; Edward Hunt, October 31, 2016. "North Korea's Nuclear Ticket to Survival," at http://fpif.org/north-koreas-nuclear-ticket-survival/ ; Keith K C Hui, March 9, 2016. "You Think North Korea Is Aggressive Now?" at http://fpif.org/think-north-korea-aggressive-now/ ; The Economist, May 28, 2016. "A nuclear nightmare?" at http://www.economist.com/news/leaders/21699445-it-past-time-world-get-serious-about-north-koreas-nuclear-ambitions-nuclear ; and Katie Hunt, January 3, 2017. "Boxed into a corner? 4 ways Donald Trump could deal with North Korea." CNN Politics at http://www.cnn.com/2017/01/03/politics/north-korea-donald-trump-options/ .
Weeks 12 and 13	US Hegemony and Pacific Affairs: Linchpin or Destabilizer?	M.Y. – Chapters 4, 9, and Conclusion; and R.K. – Chapter 6.

GUIDE TO ESSAY WRITING:

Developing excellent writing skills takes a considerable amount of time, practice, and patience. The following guide to essay writing provides several important tips to help you improve your writing skills. Note that it does not attempt to be exhaustive.

1. Examine the (or your) essay question/topic carefully. It may be designed to provoke or be based on a questionable set of assumptions. Consult your lecturer if you do not understand what is being asked;
2. Construct a thesis statement in your introduction. A thesis statement is a sentence that establishes the point, main argument, or direction of your paper. Be sure to make it clear and concise;
3. Avoid ranting! Stay focused and ask yourself: 1) What am I attempting to establish in this essay; and 2) Is there a sufficient amount of evidence to support my claims?
4. Organize your essay coherently. Use an outline and subtitles to help structure lines of inquiry and argumentation. Subtitles are standard in virtually all academic writing and convey a sense of sophistication and thoughtfulness;
5. Do not simply reproduce the ideas and arguments of others. Likewise, do not write essays that are entirely descriptive in nature. A degree of critical thought and evaluation must be apparent in your work. In addition, essays must follow the rule of evidence and logic. Unsupported assertions, sweeping generalizations, and superficial analyses will be penalized;
6. Use the library. This cannot be emphasized enough. Shoddy research is easy to detect and reflects poorly on the writer. It is important to demonstrate that you have read others' findings and arguments. At the same time, however, you need to show that you are making your own well-reasoned presentation;
7. Use Internet sources judiciously;
8. Do not pad your bibliography. Only record what you actually use;
9. Do not overdo quotations. Many of the worst essays consist of undigested strings of quotes which replace the students' own summaries and analyses;
10. You are welcome to use 'I' or 'me' in your essay writing, but please resist the temptation to substitute personal anecdotes for empirical evidence – your essay submissions must be grounded in academic research;
11. Use correct English, correct punctuation, and correct spelling;
12. Expect to write at least two drafts of your essay before the submission due date. No one ever produces an exceptional 'first-draft' essay;
13. Make sure that you reference your work properly. Any referencing system is suitable – but be sure to apply it consistently;
14. Do not plagiarize;

15. Hand your essays in on time. All written assignments should be submitted at the beginning of class on the scheduled due date. If you cannot submit your work before class, have the Program's administrative assistant (Selina Ross) date stamp your assignment—the stamp must indicate clearly that you have, in fact, submitted your essay on time; and
16. Keep your writing simple and to the point.

Correction Symbols for Major Essay:

Though they shouldn't, there are occasions when even the most well edited essays have mistakes. A list of correction symbols has been provided below to help you understand where you have made errors in your essay writing. Please read them over carefully.

- Awk – awkward construction;
- Cap – use capital letter;
- Cit – missing source citation or error in form of citation;
- Coh – coherence lacking;
- Con – be more concise;
- Dev – inadequate development;
- Fn – error in footnote form;
- Gr – error in grammar;
- Log – faulty logic;
- Mng – meaning unclear;
- No cap – unnecessary capital letter;
- Rev – revise;
- Spec – be more specific;
- W – wordy;
- Wc – word choice;
- Ww – wrong word;
- ?? – meaning unclear.

Essay Grading Rubric for INTS 402:

Category	Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)	Poor (1)	Score
Introduction and Articulation of Thesis	Superb introduction—highlights the main issues under investigation. Thesis statement is articulated in a clear and concise manner—intent and/or position are expressed in an intellectually and analytically consistent fashion.	A solid introduction. Clearly states a thesis or position to be examined. Acknowledges the complexities of the issue under review, but some minor lapses in development are apparent.	A reasonable introduction. Comprehension and a balanced view of the issues under investigation are lacking, but an overall sense of the topic is evident. The thesis statement outlines some or all of the main points to be discussed, but has not been presented clearly.	The absence of a unifying theme is obvious and there is only a basic understanding of the key issues under review. The thesis statement does not name the topic and does not preview what will be discussed.	Introductory remarks are vague and underdeveloped. There is no thesis statement. A position is asserted, but there is a noticeable lack of clarity and focus.	
Quality of analysis and support for position	Author critically reflects on research materials, assesses the strengths and weaknesses of opposing viewpoints and recognizes the multifactorial nature of the problem/issue(s) under examination. All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	A well balanced and reasonably sophisticated presentation of the issues under review. Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	A confirmation bias is apparent, but the author has attempted to construct a solid argument. Some of the author's evidence and examples are relevant and there is an explanation that shows how that piece of evidence (or example) supports the paper's central position.	Content is overwhelmingly descriptive and rather trite. Evidence and examples are anecdotal and not particularly relevant or explained very well. Yet, the author demonstrates some sense of the issues under examination.	Text is almost entirely descriptive in nature and no attempt has been made to employ the rules of evidence and logic. Lacks supporting evidence and depth.	
Evidence of Incisive Style	Material is presented and organized in a systematic fashion. Sub-titles are apparent and properly sequenced.	In general, a well-planned and concise presentation. However, there are some misplaced remarks or observations.	The author has attempted to present the material under review in a systematic fashion, but some lapses and inconsistencies remain.	There is a tangential dimension to the author's work. At times, the analysis lacks focus, precision and sequencing, but some degree of clarity is evident.	Structure and presentation are poor. No attempt has been made to sequence the analysis properly. The overall thrust of the essay is unclear.	
Reference Materials – Quality and Quantity!	The author has researched the subject material under review exceptionally well. All citations and reference materials are authoritative, credible, and presented in the correct format.	A very strong research component is evident and most citations and reference materials are authoritative, credible, and presented in the correct format.	The author has researched the material under review reasonably well. The reference materials have been used and formatted correctly, but some irregularities and/or inconsistencies are apparent.	A varied number of citations appear throughout the essay, but they are of rather dubious origin and quality. Padding is evident and there are some inconsistencies in the referencing system being used.	A limited number of citations appear, padding is evident, and there is no consistency in the referencing style being used.	
Sentence Structure	All sentences are well-constructed and explicit.	Most sentences are well-constructed and explicit.	Most sentences are reasonably well constructed, but there are some vague or ambiguous statements.	Some sentences are constructed well, but there are also several confusing/awkward passages and/or phrases. Limited use of transition and topic sentences is evident as well.	Several sentences have been constructed poorly and there is a lack of coherence at the levels of expression and presentation. Employs inappropriate language and misuses words.	
Concluding Remarks	The conclusion is strong and leaves the reader with an understanding of the writer's position. Effective restatement of the position begins the closing paragraph.	The conclusion is reasonably well done. The author's position is restated clearly and an attempt has been made to pass some judgment over the critical issues under review.	The author's concluding remarks are solid and he/she demonstrates some competency in the areas of judgment and critical reflection.	The makings of a conclusion are evident, but there is no restatement of the position under investigation and the text descends into a narrative or the use of irrelevant details and overgeneralizations is widespread.	There is no conclusion - the paper just ends.	

Comments (if required):

Final Grade: _____ /30

The INTS 402 'Code of Conduct'

1. You are not entitled to an 'A' or a 'B' in this course or any other course;
2. Instructors do not **give** you a grade; you **earn** a grade through hard work, discipline, and perseverance;
3. An office visit does not guarantee you an A. Instructors are available to provide guidance, critical feedback, and information. The onus is on you to perform well throughout the duration of the course;
4. Working hard on an assignment does not guarantee you an A. It is important to recognize that instructors evaluate your essay and exam submissions and overall 'classroom performance.' Their professionalism compels them to appraise your work; not you as a person.
5. Grades generally reflect the amount of energy and effort that you have put into an assignment or series of assignments. Exercise some discretion when you approach an instructor about a grade that you have received and ask yourself, "Is this particular essay submission or exam answer perfect?" and in light of the instructor's comments, "Where could **I** have made improvements?" In other words, think logically and rationally about your essay and/or exam results;
6. Do not ask your instructor for lecture notes. You have a responsibility to attend class on a regular basis and should endeavour to do so – **LSs will not be posted on Blackboard**;
7. Please turn off all mobile devices before class begins. Ring tones, in particular, are distracting and unnecessary while you are in class; and
8. You are not entitled to an extension. If you have a legitimate excuse and documentation or evidence to support your request, then an extension will be granted. Otherwise, do not ask.