

Tamkang University Academic Year 101, 2nd Semester
Course Syllabus

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| Course Title | The United States, Japan and China's Asian Policy | Instructor | Dr. Juo-Yu Lin | |
| Department/Year/Class | Course Details | | | |
| TIIBM1A | <input type="checkbox"/> Required <input checked="" type="checkbox"/> Selective | <input checked="" type="checkbox"/> 0 (One Semester) <input type="checkbox"/> 1 (1st Semester) <input type="checkbox"/> 2 (2nd Semester) <input type="checkbox"/> 3 (3rd Semester) | Credits | 2 |
| Aim of Education | | Core Competences | | |
| <p>1. Train enthusiastic personnel with humane and social knowledge of the Southeast Asian region, with the broad international outlook, solicitude for humans, and being ready to do international service.</p> <p>2. Teach graduate students to raise research questions, collect data, make a use of theories, do research analysis, improve logic and reasoning abilities, in order to let graduate students better develop understanding of questions, research analysis and complex analysis abilities.</p> <p>3. Encourage graduate students to do field research, learn local languages, meet local scholars, understand the viewpoint of local scholars; and to be familiar with the direction and achievements of research institutes lets students equally pay attention to theory and practice.</p> <p>4. Form academic exchanges network, in addition to establishing relations with the main research institutes of Southeast Asia, seek for new partnership relations with research institutes of the United States, Australia, Japan, the United Kingdom and France who conduct Southeast Asian studies as well.</p> <p>5. As for students who have a strong interest and ability to do academic research, to encourage them to apply for a doctoral program. Besides, to assist other students in further employment, raise their employability.</p> | | <p>1. Basic abilities to collect, sort and analyze data;</p> <p>2. Capability to deal with overseas;</p> <p>3. Experience to participate in international conferences;</p> <p>4. Capability to do field research in Southeast Asia;</p> <p>5. Assistance as a research assistant in the sphere of Southeast Asia;</p> <p>6. Pass thesis proposal exam;</p> <p>7. Knowledge of second foreign language or English.</p> | | |

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| Course Introduction (50 to 100 words) | <p>This seminar wants to help students to understand all the scenarios how to challenge the U.S., Japan and China's policy in the Pacific Asia. Particularly important is how the United States and Japan relate to China. Just as some American famous scholars' conclusion that "the central strategic challenge in East Asia" is coaxing China into a constructive, cooperative regional and global role.</p> <p>The US's "Leadership to Partnership" role is proposed which will ensure peace and stability in the strategic triangle and East Asia at large. In the new century it seems likely key factors driving the US-China-Japan Strategic triangle.</p> |
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The Relevance among Teaching Objectives, Objective Levels and Core Competences

I.Objective Levels (select applicable ones) :

- (I) Cognitive Domain : C1 Remembering 、 C2 Understanding 、 C3 Applying 、 C4 Analyzing 、 C5 Evaluating 、 C6 Creating**
- (II) Psychomotor Domain : P1 Imitation 、 P2 Mechanism 、 P3 Independent Operation 、 P4 Linked Operation 、 P5 Automation 、 P6 Origination**
- (III) Affective Domain : A1 Receiving 、 A2 Responding 、 A3 Valuing 、 A4 Organizing 、 A5 Charaterizing 、 A6 Implementing**

II.The Relevance among Teaching Objectives, Objective Levels and Core Competences :

- (I)Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (II)If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (III)Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)

| Teaching objectives | Relevance | |
|--|------------------|------------------|
| | Objective Levels | Core Competences |
| 1 This seminar wants to understand all the scenarios how to challenge the U.S., Japan and China's policy in the Pacific Asia. Particularly important is how the United States and Japan relate to China. Just as some American famous scholars' conclusion that "the central strategic challenge in East Asia" is coaxing China into a constructive, cooperative regional and global role. | C4 | ABF |
| 2 The possible US politico-military roles in the strategic triangle are then evaluated. A "Leadership to Partnership" strategy is proposed which will ensure peace and stability in the strategic triangle and East Asia at large. In the new century it seems likely key factors driving the US-China-Japan Strategic triangle. | C5 | ABDEFG |
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| Teaching Objectives, Teaching Methods and Assessment | | | |
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| Teaching Objectives | Teaching Methods | Assessment | |
| 1 This seminar explores some of the same background but concentrates on the interactions among the three major powers in the Asian region-- China, Japan, and the United States. Require text books in this classes are of uniformly high quality. | Oral Presentations, Class Discussions, Movies Analysis | the Student' s Participations and term paper presentations | |
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| This course has been designed to cultivate the following essential qualities in TKU students. | | | |
| Essential Qualities of TKU Students | Description | | |
| <input type="checkbox"/> global perspectives | 翻譯建構中 | | |
| <input type="checkbox"/> a vision for the future | | | |
| <input type="checkbox"/> information literacy | | | |
| <input type="checkbox"/> ethical and moral principles | | | |
| <input type="checkbox"/> independent thinking | | | |
| <input type="checkbox"/> an awareness of healthy living | | | |
| <input type="checkbox"/> effective teamwork | | | |
| <input type="checkbox"/> an appreciation of the arts | | | |
| Course Schedule | | | |
| Week | Date | Subject/Topics | Note |
| 1 | 2/21 | Introduction | |
| 2 | 2/28 | Part I. LEADING THE EAST ASIA REGION Obama and East (Southeast) Asia | |
| 3 | 3/7 | Part II. CHINA-JAPAN RELATIONS FOCUS Japan's policy towards China: domestic structural change, globalization, history and nationalism | |

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| 4 | 3/14 | International Conference on “Asian-American Relations after the 2012 US Presidential Election” | International 1 Conference day : March 14-15, 2012 |
| 5 | 3/21 | Sino-Japanese relations after Koizumi and the limits of “new era” diplomacy | |
| 6 | 3/28 | Part III. JAPAN AND CHINA IN THE EAST ASIA REGION Comparing summitry, financial and trade regionalism in East Asia: from the Japanese perspective | |
| 7 | 4/4 | Holidays, no class | |
| 8 | 4/11 | China’s place in East Asia | |
| 9 | 4/18 | Part IV. ADDRESSING THE RISE OF CHINA Towards a Sino-centric regional order? Empowering China and constructing regional order(s) | |
| 10 | 4/25 | Midterm Exam Week, (submit 3,000 words policy paper) | |
| 11 | 5/2 | Who’s leading who in ASEAN-China relations? Community-building versus Pax Sinica in the Management of regional security. | |
| 12 | 5/9 | Part V. REGIONAL AND MULTIATERAL ORGANIZATION PERSPECTIVES Leadership in global governance : Japan and China in the United Nations. | |
| 13 | 5/16 | Contesting East Asian security leadership : China and the Shanghai Cooperation Organization. | |
| 14 | 5/23 | Part VI. THE UNITED STATES- INTERMEDIARY POWERS ? The United States and East Asia : the decline of long-distance leadership ? | |
| 15 | 5/30 | Robert Sutter : U.S. Relations with East Asia-Interests and Changing Priorities in the Twentieth Century (CP1) ; Recent U.S. Policy Concerns and Issues of Debate-China and Japan. (CP2) ; | |
| 16 | 6/6 | Robert Sutter : U.S. Issues in Relations with Korea, Southeast Asia, and the Pacific | |
| 17 | 6/13 | Students’ Oral Presentations of Research Papers | |
| 18 | 6/20 | Final Exam Week | |
| Requirement | | | |
| Teaching Facility | <input checked="" type="checkbox"/> Computer <input checked="" type="checkbox"/> Overhead Projector <input checked="" type="checkbox"/> Other (<u> Visiting Lectures</u>) | | |
| Textbook(s) | Bader, Jeffrey A. March 2012, “ <i>Obama and China’s Rise: An Insider’s Account of America’s Asia Strategy</i> ”, Washington, D C: Brookings Institution Press. | | |

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| Suggested Readings | <ol style="list-style-type: none"> 1. Christopher M. Dent, 2008, “<i>China, Japan and Regional Leadership in East Asia</i>”. William Pratt House: Edward Elgar Publishing, Inc. 2. Sutter, Robert G., 2002, <i>The United States and East Asia: Dynamics and Implications</i>. Boston, Maryland: Rowman & Littlefield Publishers, Inc. 3. Rex Li, 2009, <i>A Rising China and Security in East Asia- Identity construction and security discourse</i>. Routledge: London and New Toric. 4. David C. Kang, 2007, <i>China Rising: Peace, Power, and Order in East Asia</i>. New York: Columbia University Press. 5. Lincoln, Edward J., 2004, “<i>East Asian- Economic Regionalism</i>”. Washington, DC : The Brookings Institution. 6. Edited by Gerald L. Curtis, 1995, <i>The United States, Japan, and Asia; The Strategic Quadrangle: Russia, China, Japan, and the United States in East Asia</i>. Washington, DC : Council on Foreign Relations Press. | | | | | | |
| Number of Assignment(s) | 2~3 class presentations, policy paper , term paper, | | | | | | |
| Grading Policy | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Participations and presentations at class</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>2. Policy paper</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>3. Term paper</td> <td style="text-align: right;">40%</td> </tr> </table> | 1. Participations and presentations at class | 30% | 2. Policy paper | 30% | 3. Term paper | 40% |
| 1. Participations and presentations at class | 30% | | | | | | |
| 2. Policy paper | 30% | | | | | | |
| 3. Term paper | 40% | | | | | | |
| Note | <p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/index.asp.</p> <p>※Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others’ publications.</p> | | | | | | |