

開講年度／Academic year	2024年度	開講開始学期／Start date	春学期
授業コード／Course code	S0180	授業名／Course title	Global Asia in the 21st Century/East Asian Community in the 21st Century [EAS][水4+水5]
授業区分／Course classification	講義	単位数／Credits	4単位
曜日時限／Period	水曜4限、水曜5限	教室／Classroom	1302教室
担当教員／Instructor	サムサン・ジョ	科目ナンバリングコード／Subjects numbering code	AST32120
キーワード／Keywords	Asia Geopolitical landscape Security challenges Foreign policy dynamics		
授業の概要／Course outline	Despite the notable strides in democracy and economic integration, Asia remains marked by pervasive tensions, potential flashpoints, and complex antagonistic relationships. The course is designed to offer students a profound exploration of the geopolitical landscape, security challenges, and foreign policy dynamics in 21st-century Asia. Throughout the semester, this course will delve into crucial facets such as the rising influence of Japan, South Korea at the crossroads, the debate over North Korea, India-China relations, democracy in East Asia, history disputes, territorial Disputes, and new regional order. A focal point of the course is a thorough examination of the profound impact of China's ascent and the escalating strategic rivalry between the United States and China on the region's geopolitical dynamics.		
到達目標／Learning objectives	Students are actively encouraged to participate in engaging group discussions aimed at honing their problem-solving skills. The overarching objective is to provide students with a comprehensive education that not only contributes to their understanding of Asia but also enhances critical thinking, analytical prowess, and effective communication. By the conclusion of the semester, the course aspires to deliver an enlightening, captivating, and enjoyable learning experience, fostering a deeper appreciation for the intricacies of the region and actively promoting the vision of a more peaceful and cooperative Asia.		
授業を通して身につく能力／Abilities to be acquired in this class	○専門的知識　○主体的な学習態度　○批判的な学習態度　○対話力　○グローバルな思考力		
PC等デバイスの持参／Bring your own PC or other device			
履修上の注意事項／Course guidelines	I expect everyone to participate actively in the discussion of the day. The class is organized around the required readings and their topics. Every student should be able to summarize, analyze, synthesize, and evaluate each assigned reading by addressing the following questions:  i. What is the author's purpose? ii. What is the basic theme(s) or argument(s) of the reading? iii. What are the most important historical events, information, concepts, etc. discussed in the reading? iv. How does this reading relate to the other readings and to the central themes of the course? v. How powerful or weak is the argument and the evidence? Why?  - In case of absence, the student must inform the instructor at least 24 hours in advance, if possible. - If a student misses more than 3 days of classes (6 lessons), he/she will not be allowed to complete the course.		
-	授業計画／Class outline	授業外学修（予習および復習）／Preparation & review	目安時間（分）／Approx. time (min)
第1回／Class outline session 1	第1 回Introduction and overview  This session aims to give students a clear understanding of what the course will entail and the key subjects that will be explored.	Review the syllabus	30
第2回／Class outline session 2	第2回 International Theory and Cyclical History  This session will focus on the complexities of international relations in the twenty-first century, specifically addressing significant questions related to the potential decline of American power and the challenges presented by other global powers, with China being highlighted as an example.	Donald Puchala (2004) "International Theory and Cyclical History," in Theory & History in International Relations. New York: Routledge.  John Ikenberry (2011) "Preface" and "Crisis of the Old Order," in Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order. New Jersey: Princeton University Press.	90
第3回／Class outline session	第3回 The Rise of China (1)	Robert Sutter (2023) "Emerging China	60

3	We will examine changes in Chinese foreign policy and their regional and global implications since Xi Jinping took control.	Changes Course: Regional and Global Implication,” in Zhiqun Zhu, ed., Security, Development and Sustainability in Asia: Geopolitics, National Security, and Foreign Policy, Volume I, London: World Scientific Publishing.	
第4回／Class outline session 4	<p>第4回 The Rise of China (2)</p> <p>This session will focus on identifying and understanding particular obstacles or difficulties that China encounters in its efforts to establish itself as a responsible great power.</p>	Jae Ho Chung (2021) “Homework for Beijing: Five Hurdles on China’s Path to Becoming a Responsible Great Power,” Asian Perspective, 45: 1, 114-115.	60
第5回／Class outline session 5	<p>第5回 U.S.-China Rivalry (1) and short written assignment</p> <p>short written assignment #1 (30-45 minutes)</p> <p>Allison argues that the dominant power and a rising power often fall into Thucydides’s Trap, leading to military conflicts. We will explore whether the US and China are destined for such a confrontation and whether they can avoid Thucydides’ Trap.</p>	Graham Allison (2017) Destined for War: Can American and China Escape Thucydides’s Trap? Boston: Houghton Mifflin Harcourt.	60
第6回／Class outline session 6	<p>第6回 U.S.-China Rivalry (2)</p> <p>This session will focus on understanding the factors or events that have incited inter-imperial rivalry among major powers, with a specific emphasis on the geopolitical competition between China and the United States.</p>	Ho-fung Hung (2022) “Introduction,” “Intercapitalist Competition,” and “Conclusion,” in Clash of Empires: From “Chimerica” to the “New Cold War.” New York: Cambridge University Press.	60
第7回／Class outline session 7	<p>第7回 Regional Players: Japan (1)</p> <p>This session will delve into the factors or reasons behind Japan’s recent shift in security policy, which results in a transformation from being considered a “peace nation” to assuming the status of a “normal power.”</p>	Sam-Sang Jo (forthcoming) “Why Change Prevails over Continuity? Critical Junctures, Motivations, Cognitions, and Temporals in Japanese Security Policy Tradition,” Asian Perspective.	60
第8回／Class outline session 8	<p>第8回 Regional Players: Japan (2)</p> <p>The Indo-Pacific region, spanning from the Americas to East Africa, is emerged as a new center or focal point for global growth, dynamics, and potential instability. This session will explore the reasons why Japan advocates for its foreign and security policy within the framework of FOIP (Free and Open Indo-Pacific).</p>	Stephen Nagy (2023) “The Free and Open Indo-Pacific (FOIP) Vision: Japan’s Inclusive, Rules-based Approach to Security and Prosperity” in Zhiqun Zhu, ed., Security, Development and Sustainability in Asia.	60
第9回／Class outline session 9	<p>第9回 Regional Players: South Korea (1) and short written assignment</p> <p>short written assignment #2 (30-45 minutes)</p> <p>In this session, there will be an examination of what might be South Korea’s optimal strategy considering the increasing influence of China and the growing nuclear capability of North Korea. The question is posed: Should South Korea’s best strategy involve investing in a strong alliance with the United States?</p>	Scott A. Snyder (2018) South Korea at the Crossroads: Autonomy and Alliance in an Era of Rival Powers, New York: Columbia University Press.	60
第10回／Class outline session 10	<p>第10回 Regional Players: South Korea (2)</p> <p>In this session, we will discuss the counterarguments against Snyder’s proposal that South Korea’s best strategy should involve accommodating China</p>	Yul Sohn (2019) “South Korea under the United States-China rivalry: dynamics of the economic-security nexus in trade policymaking.” The Pacific Review. Vol. 32, Issue 6, pp. 1019-1040.	60
第11回／Class outline session 11	<p>第11回 Regional Players: North Korea (1)</p> <p>In this session, there will be an examination to understand why North Korea has become the focal point of highly divisive foreign policy challenges in Asia over the past decades. Additionally, it will explore the reasons behind the complexity and difficulty in resolving the nuclear issue with North Korea.</p>	Victor D. Cha and David C. Kang (2004) “The Debate over North Korea.” Political Science Quarterly 119 (2): 229-254.	60
第12回／Class outline session 12	<p>第12回 Regional Players: North Korea (2)</p> <p>In this session, the focus will be on gaining insights into</p>	Gabriela Bernal (2023) “Negotiating with North Korea: The Importance of Understanding What Pyongyang Really	60

	North Korea's motivations and goals in its interactions with other countries.	Wants," in Zhiqun Zhu, ed., Security, Development and Sustainability in Asia.	
第13回／Class outline session 13	第13回 Mid-Term Exam  Course mid-term evaluation and reflection	n/a	210
第14回／Class outline session 14	第14回 Regional Players: India  This session will focus on the historical and cultural connections between India and China, with an emphasis on the increasing tensions and competition in current times. It will also examine how these two ancient civilizations can establish a new equilibrium in their contemporary relationship.	B. R. Deepak (2023) "India-China Relations: The Lost Equilibrium and Future Outlook," in Zhiqun Zhu, ed., Security, Development and Sustainability in Asia.	60
第15回／Class outline session 15	第15回 Regional Players: Taiwan (1)  In this session, there will be an examination of an overview of Taiwan's diplomatic approaches from 1949 to 2021. It will further examine the significant role played by two external actors—the United States and China—in shaping Taiwan's foreign policy behavior over the years.	Dennis Van Vranken Hickey (2023) "The External Relations of the Republic of China (Taiwan: 1949-2021)," in Zhiqun Zhu, ed., Security, Development and Sustainability in Asia.	60
第16回／Class outline session 16	第16回 Regional Players: Taiwan (2)  This session's focus will be on exploring the extent to which the possibility of armed conflict in the Taiwan Strait continues to exist.	Scott L. Kastner (2015/2016) "Is the Taiwan Straits still a Flashpoint? Rethinking the Prospects for Armed Conflict between China and Taiwan," International Security, 40 (3): 54-92.	60
第17回／Class outline session 17	第17回 Regional Players: ASEAN (1) and short written assignment  short written assignment #3 (30-45 minutes)  In this session, there will be an examination of the history of ASEAN, covering key aspects such as major milestones, achievements, failures, and challenges, spanning from the inception of ASEAN to the present.	Amitav Acharya (2021) "ASEAN's "Long peace"?" in ASEAN and Regional Order: Revisiting Security Community in Southeast Asia. New York: Routledge.	60
第18回／Class outline session 18	第18回 Regional Players: ASEAN (2)  In this session, we will discuss how ASEAN countries deal with the escalating great power rivalry, especially between China and the US and why ASEAN countries have responded differently to China.	Amitav Acharya (2021) "Responding to great power rivalry," in ASEAN and Regional Order: Revisiting Security Community in Southeast Asia. New York: Routledge.	60
第19回／Class outline session 19	第19回 Democracy in East Asia (1)  This session will examine the relationship between economic development and the political system in Asian countries, highlighting the contrast between those that have experienced increased democracy with economic growth and others, specifically mentioning China, that have not followed the same trend.	Dan Slater and Joseph Wong (2022) "Democracy through Strength," From Development to Democracy: The Transformations of Modern Asia. Princeton University Press.	60
第20回／Class outline session 20	第20回 Democracy in East Asia (2)  This session will deal with a question about the effectiveness of democratic political systems in addressing a region's complex challenges compared to authoritarian systems.	Mark Beeson (2019) "Democracy, Development and Authoritarianism," in Mark Beeson and Richard Stubbs (eds.), Routledge Handbook of Asian Regionalism. London: Routledge.	60
第21回／Class outline session 21	第21回 History Disputes (1) and short written assignment  short written assignment #4 (30-45 minutes)  This session will focus on the post-World War II efforts of Germany and Japan to confront and deal with their historical actions during the war, including acknowledging aggressive initiation, defeat, and the commission of war crimes.	Ian Buruma (1994) "Preface," "Introduction," and "War Against the West," The Wages of Guilt: Memories of War in Germany and Japan (New York: Farrar, Straus, Giroux).	60
第22回／Class outline session 22	第22回 History Disputes (2)  This session will focus on the question of whether Japan's apologies for its historical aggression are enough and whether it should follow the example of Germany, which	Jennifer Lind (2009) "The perils of Apology: What Japan shouldn't learn from Germany," Foreign Affairs, 88 (3): 132-146.	60

	has demonstrated contrition for its actions since the mid-1960s.			
第23回／Class outline session 23	第23回 Territorial Disputes  We will examine China's geopolitical maneuvers in the wake of the International Arbitral Court ruling on the South China Sea territorial disputes brought up by the Philippines.	Suisheng Zhao (2017) "China and the South China Sea Arbitration: Geopolitics Versus International Law," Journal of Contemporary China, 1-15.		60
第24回／Class outline session 24	第24回 Territorial Disputes  This session will discuss the underlying motivations of Beijing's strategic moves in the disputed territories such as Diaoyu/Senkaku Islands.	Duan Xiaolin, "Think territory politically: the making and escalation of Beijing's commitment to Sovereignize Diaoyu/Senkaku Islands," The Pacific Review, Vol. 32, No. 3, 2019, 419-445		60
第25回／Class outline session 25	第25回 New Regional Order  We will discuss the challenges in establishing a regional order in Asia, highlighting how China's self-identification and its neighbors' identification with China are decisive to the making of the new regional order.	Sam-Sang Jo (2023) "The Blind Men, the Elephant and Regional Order in Northeast Asia: Towards a New Conceptualization," in Security, Development and Sustainability in Asia.		60
第26回／Class outline session 26	第26回 Final Exam  Course final evaluation and reflection	n/a		210
オンラインで実施する授業の回数／Number of sessions to be conducted online	0回			
評価方法／Evaluation method				
種別／Category	割合／% (1~100)		評価基準等／Evaluation criteria	
授業時間内に実施するテスト／In-class/mid-term tests	20	%	A mid-term exam will be conducted in a sit-in format and will consist of short essays. Exam will cover the materials presented in lectures, discussions, and readings. You should demonstrate the knowledge you have acquired in the assigned readings and discussions, as well as your thoughtful consideration and analysis of the material.	
授業への取り組み／Effort/Participation	20	%	Students are expected to participate in class discussions through comments and questions.	
その他 1／Other 1	40	%	There will be four short written assignments worth 10% each. Students will be provided a short article. This assessment aims to gauge students' comprehension of the short article by requiring them to succinctly summarize the key arguments and critically analyze them.	
その他 2／Other 2	20	%	The Final exam will be conducted in a sit-in format and will consist of short essays. Exam will cover the materials presented in lectures, discussions, and readings. You should demonstrate the knowledge you have acquired in the assigned readings and discussions, as well as your thoughtful consideration and analysis of the material.	
評価方法に関する備考／Remarks for Evaluation method	Your grade will be based, not on how well you do compared to others in the class, but on the quality of substantive knowledge, quality of analysis, and effective communication demonstrated--in other words, the level of understanding demonstrated. Therefore, you should work together and help each other out. S-Excellent (Thoughtful, coherent, insightful, contributes beyond others); A-Good (Knows material well, lacks depth, not outstanding); B-Fair (Adequate, average, passing, little participation); C-Poor (Little understanding, little effort, incoherent); D/X-Fail (No evidence of understanding, no work, no learning)			
課題等（試験やレポート等）に対するフィードバック／Feedback method	The instructor will provide each student with a graded copy of their work.			
教科書／Textbooks	There is no textbook for this course. The required readings are provided within this syllabus.			
参考書／Reference books	none			
URL				
補足情報／Supplementary information	この科目は、副専攻のコア科目または関連科目です。			
備考／Remarks	If you have any questions or complications that we should be aware, feel free to contact me. The best way to contact me is probably through email. My email address: samsangjo@gmail.com			