East Asian International Relations

2015/2016

Code: 101526
ECTS Credits: 6

Degree	Type	Year	Semester
2500244 East Asian Studies	OB	3	2

Contact

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Use of languages

Principal working language: catalan (cat)

Prerequisites

In order to follow the course, it is not necessary to have studied Political Science or International Relations, but it is necessary to have studiedIntroduction to Political Science and International Relations and to have learnt Political Science and, especially, International Relations. For this purpose, students should review theoretical and methodological contents learnt during the Introduction to Political Science and International Relations, at the 1st year course.

The following textbooks are recommended:

Barbé, Esther. 2007. Relaciones Internacionales. Madrid: Tecnos.

Baylis, John, i Steve Smith, ed. 2013. The Globalization of World Politics. An introduction to internacional relations. Oxford: Oxford University Press.

Likewise, since most of the readings will be written in English, it is absolutely necessary to have a minimum level of reading comprehension in English in order to understand compulsory and complementary readings. If the student lacks this ability, he will not be able to really follow the

Objectives and Contextualisation

East Asian International Relations course, along East Asian Politics, is one of East Asian Studies course analysing East Asian political reality from an international, regional and national point of view. Including a course of this kind in multidisciplinary studies has several reasons.

Firstly, any specialist of the geographical zone studied in East Asian Studies should know the region's main political systems-especially, regarding China, Japan, Korean Peninsula and the external actor par excellence, the United States-.

Secondly, we must understand cooperative and conflictive dynamics between the zone's different actors.

The course's main objective is to analyse all the elements belonging to the zone's political reality from a dynamic-not static-point of view: actors, structures and processes. In this way, we will study what is those actors' nature, what are their relations and what kind of processes are taking place in the zone being object of study.

Skills

- Comparing and critically assessing the different social environments in the field of East Asia.

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Developing self-learning strategies.
- Ensuring the quality of one's own work.
- Following the characteristic code of ethics of the professional practice.
- Knowing and using the information and communication technology resources (ICT) in order to collect, produce, analyse and present information related to the East Asian Studies.
- Knowing the history, values, beliefs and ideologies of East Asia in order to understand and critically assess social issues, phenomena, and processes related with that region.
- Respecting the diversity and plurality of ideas, people and situations.
- Solving conflict situations.
- Working in teams in an international, multilingual and multicultural context.

Learning outcomes

1. Assessing the obtained results in the search information process in order to update the knowledge about political sciences, economy and sociology.
2. Comparing and critically assessing the different social environments in the field of East Asia.
3. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
4. Developing self-learning strategies.
5. Ensuring the quality of one's own work.
6. Following the characteristic code of ethics of the professional practice.
7. Knowing the history, values, beliefs and ideologies of East Asia in order to understand and critically assess social issues, phenomena, and processes related with that region.
8. Respecting the diversity and plurality of ideas, people and situations.
9. Solving conflict situations.
10. Using different tools for specific purposes in the fields of political sciences, economy and sociology.
11. Using the specific terminology of political sciences, economy and sociology.
12. Working in teams in an international, multilingual and multicultural context.

Content

It is a bimodal course, that is to say, it combines in-class teaching with a use of teaching web pages by means of Moodle.

Students have to read compulsory readings (it is obvious that, if they did not have to read compulsory readings, they would not be compulsory). Likewise, students should also read recommended readings (it is obvious that, if they should not read recommended readings, they would not be compulsory).

In addition to compulsory readings, there are also notes and dossiers, available at Campus Virtual, which have to be checked.

This course's teaching is based on 5 items:

teaching material, notes and compulsory notes

in-class teaching

written work

in-class or online (by email) tutor sessions

participation in the course's forum.

The course's "forum" is a place complementing the class place and it is a space allowing us to organize questions and debates regarding topics related to the course. It also allows an interaction between the student and the teacher, on the one hand, and between the students, on the other hand.

Participating in the forum is as important as bibliography reading. Since during the second semester there will not be any classes of this course, the forum will not be operating during that period and there will not be a second right to recover the part related to the course's forum.

In order to work properly, this way of teaching requires that the student follows it in a regular and cumulative way. He has to follow the readings and activities order, which is listed in the course's Teaching Material.

This teaching material suggests an organized and coordinated development of the course's contents, thus making easier the assimilation and understanding of the course's contents. Therefore, it is very important to follow and to keep teaching material presentation pace, which is indicated by the teaching proposal.

Part I. Theoretical introduction

Unit 1. Introduction to the study of East Asian International Relations.

The discipline's paradigmatic introduction. Realism, Liberalism and Constructivism.

Study of Asian regional order. Hierarchy, anarchy and stability in East Asia.

Part II. Historical perspective.

Unit 2. Sineteenth-century regional order.

2.1. European colonialism. The breakdown of Chinese order and Japanese imperialism.

Unit 3. The creation of bipolar order in East Asia.

3.1. Asian regional order during Cold War.

3.2. The creation of the Popular Republic of China and its impact in regional order.

3.3. The occupation of Japan and the creation of a new actor in regional system.

3.4. The division of Korean Peninsula.

Unit 4. The Cold War's evolution.

4.1. Triangular diplomacy.

4.2. Japan and the flying geese system

4.3. Nixon doctrine.

Unit 5. Post Cold War order.

5.1. The end of the Cold War and the configuration of a new order.

5.2. China's reemergence.

5.3. Japan's "normalization" as an actor in international system.

5.4. The United States presence.

5.5. Korean Peninsula and North Korea's nuclear diplomacy.

5.6. 9-11 and its effects in East Asian region.

Methodology

The assessment is divided into three different types of tasks:

Firstly, the student will have to do a work whose guidelines will have been provided by the teacher, who will propose it at the beginning of the semester. The work will be about some of the course's contents and it will account for a 40% of the final note.

Secondly, the student will have to take three exams throughout the semester about the classes' theoretical content, both from compulsory readings and content taught by the teacher during class.

These three exams correspond to…

Exam 1: Unit 1 and Unit 2 (20% of the final note)

Exam 2: Unit 2 and Unit 3 (20% of the final note)

Exam 3: Unit 5 (20% of the final note)

Each exam will account for a 20% of the final note.

Some of the requisites for doing the final work (activity 1) are the following:

They have to be delivered by means of Campus Virtual's "Lliuraments de treballs" ["Tasks delivering"].

They have to be written in Times New Roman, size 12 and interlineate 1.5. Bibliography and footnotes can be added in the end as a complementary material, so they are not included in the calculation of total pages. Margins cannot be modified in any case-as a reference example, the same margins proposed in the practice's Word document itself have to be used-.

Format: Word. Works delivered in .pdf format will not be evaluated, since notes cannot be added.

File's name: SURNAME and name of the student + work. Ex.: Font_Marta_1.docx

It is essential that the students use at least two articles from academic magazines detailed at the end of the document. Any practice not including at least two articles will not be evaluated.

It is also essential to quote the bibliographical sources properly. The note of the work delivered by students not following formal patterns may be reduced or may not be accepted.

For evaluating the work, the following aspects will be especially taken into account:

Analysis and writing abilities (orthography, syntax…).

The ability to analyse a topic basing on theory and concepts from units studied in class.

Well-grounded and documented argumentations about that topic.

The ability to draw reasoned conclusions.

The absolute need to use information sources, such as articles from specialized magazines, monographs, etc.

General requisites about evaluation models

Plagiarism and copy

An extended phenomenon, needing to be tackled in an organized and a clear way is plagiarism. It is common in situations of copying paper sources (books, articles) or documents available online (since nowadays, it is very easy to copy and paste) without quoting their origin and using them as they were our own statements.

Any student who plagiarises or uses the quoting system in an inappropriately way, will fail the course and will have to take the second examination right.

Academic rigour criteria:

It is essential that the students' works and activities go beyond the informative sources and discursive ways, since they are studying in the university.

Online informative sources are useful, but they cannot replace really academic ways and channels. Searching in sources like Wikipedia, newspapers or ludic blogs cannot decrease the search and

quotation of academic bibliography, so the course's work will have to be argumentative-with a structure, language and rigour appropriate for a university student.

If there is any doubt about the above-written, the student must talk with the teacher. If the student does not follow these criteria, which are related to academic rigour, his note may be decreased or his work may not be accepted.

Criteria related to form

The tasks delivered during this course have to follow the following formal patterns:

Presentation: In the first page of the practice, the following information must be written:

Title of the work

Name of the student

Name of the course

Page numbering: The work pages must be numbered.

Bibliography: Every work must include, in the last section, a bibliography including different sources employed in the work, as well as the sources being looked up (such as websites).

There are different valid models for quoting bibliographical sources. Sources must follow the American Political Science's Association's manual (for more information, see http://www.ipsonet.org/data/files/APSAStyleManual2006.pdf) unless another way is specified.

In-text Citations

Brief notes on sources appear in the text as citations, providing immediate source information without interrupting the flow of argument. A citation usually requires only the last name of the author(s), year of publication and (sometimes) page or chapter numbers. The page or chapter numbers must appear unless the reference is really to the entire work as a whole.

The simple author-date citation is an abbreviated way of referring to the work itself. Think of itasa kind of short title. No comma separates the two elements:

References

Citations direct attention to the more detailed references, which provide complete source information to aid further research. Include no reference that is not actually cited. Be careful to refer to the most recent edition of each book used.

The examples that follow show proper forms for common kinds of references. List all references alphabetically by author. Give the full first name, instead of an initial, unless the author is widely known by the first initials. Double-space between entries and indent all lines after the first in each entry. When there are several works by the same author, place them in chronological order, withthe earliest publication first, repeating the name of the author with each new entry.

Activities

Title	Hours	ECTS	Learning outcomes

Type: Directed			
Classes	54.5	2.18	6, 3, 9, 8, 12, 10, 11
Type: Autonomous			
Readings	91.5	3.66	6, 4, 3, 8, 12, 10, 11, 5

Evaluation

The assessment is divided into three different types of tasks:

Firstly, the student will have to do a work whose guidelines will have been provided by the teacher, who will propose it at the beginning of the semester. The work will be about some of the course's contents and it will account for a 40% of the final note.

Secondly, the student will have to take three exams throughout the semester about the classes' theoretical content, both from compulsory readings and content taught by the teacher during class.

These three exams correspond to…

Exam 1: Unit 1 and Unit 2 (20% of the final note)

Exam 2: Unit 2 and Unit 3 (20% of the final note)

Exam 3: Unit 5 (20% of the final note)

Each exam will account for a 20% of the final note.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Test 1 (Unit 1 and 2)	20%	1	0.04	1, 3, 10, 11
Test 2 (Unit 3 and 4)	20%	1	0.04	6, 1, 4, 3, 10, 11, 5
Test 3 (Unit 5)	20%	1	0.04	1, 3, 9, 8, 12, 10, 5
working paper	40%	1	0.04	1, 2, 7, 4, 3, 8, 12, 10, 11

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