University of Edinburgh
School of Social & Political Science
Politics and International Relations
2018-19

International Relations of the Asia Pacific
PLIT10109
Semester 1, Year 3

Key Information

Course Organiser	Dr Oliver Turner Email: oliver.turner@ed.ac.uk Room 3.02 Chrystal MacMillan Building, 15A George Square Guidance & Feedback Hours: Mondays 10.00 – 12.00
Location	Lister Teaching Centre G.01 Monday 15:10 to 17:00
Course Secretary	Euan Morse Email: emorse@ed.ac.uk Undergraduate Teaching Office
Assessment Deadlines	• Literature review – 29th October 2018 (due at 12 noon) • Essay – 29th November 2018 (due at 12 noon)

Contents

Aims and Objectives

The aim of this course is to examine the international relations of the Asia Pacific in the twenty-first century, with a particular focus on East and South-East Asia. It explores how modern day regional affairs are both increasingly global in significance and heavily shaped by voices and events of the past. Students will examine, among other things, the contemporary "rise" of China; the territorial disputes of the Yellow and South China Seas; the organisations and institutions of Asia and the Pacific including ASEAN and the East Asia Summit; the diversity of local regime types from democracy to absolute monarchy to military junta; and the future of American power and influence. Key issues such as security and conflict; the nature of power; diplomacy; cooperation and multilateralism; development; sovereignty; law; and trade, will also be identified and revisited throughout.

Learning Outcomes

On completion of this course, the student will be able to:

1. Understand the historical evolution and development of the international relations of the Asia Pacific from the 1700s to the present day
2. Understand the range of key issues which steer and define the dynamics of the Asia Pacific today
3. Reflect on the Asia Pacific's most important state and non-state actors, and their interconnected roles within the region's political-economic-security structures
4. Understand how key theories of International Relations help us explain the workings of Asia Pacific affairs
5. Demonstrate enhanced research and analytical skills through guided preparation for assessments and display enhanced communication and other transferable skills, including the ability to engage in critical debate and effective group work, and formulate and express arguments and viewpoints

Teaching Methods

The course involves one two-hour lecture for the whole class, together with separate, one-hour tutorial sessions (starting in week 2). Lectures will also be partly interactive, with students expected to contribute to the discussions.

The tutorials will normally be concerned with one or more readings that illustrate, underpin or extend issues raised in the lectures. Students should note that participation in the tutorials is compulsory and attendance will be recorded.

Assessment

Assessment	Word count limit **Do not exceed the word limit or penalties will be applied**	Weighting	Submission date	Return of feedback
Literature review	1500 words (excluding bibliography)	35%	29th October 2018 (all coursework is due at 12 noon on the date of submission)	15th November 2018
Essay	2500 words max (excluding bibliography)	50%	29th November 2018 (all coursework is due at 12 noon on the date of submission)	20th December 2019
Tutorial participation	N/A	15%	N/A	End of semester

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures, which you will find **here**.

1. Literature review

The literature review must be no more than 1500 words, and is worth 35% of the overall course grade. The review should be of the relevant academic literature, which relates to <u>a particular sub-topic of your choice, within one of the following broad topics</u> (lecture weeks in brackets):

1. Imperialism/colonialism in the Asia Pacific (week 2)
2. Democracy and authoritarianism in the Asia Pacific (week 3)
3. Multilateralism of the Asia Pacific (week 4)

The aim of this assignment is for students to develop a strong overall knowledge of the existing academic wisdom around a given topic, to help them organise and advance their knowledge of that subject.

<u>Sub-topics</u>
Chosen sub-topics should enable you to focus on a particular issue area within the broad lecture topics above. However, if they are too narrow you will struggle to find enough existing literature to write a meaningful review. As a general rule of thumb, if you cannot find 10 items of academic literature, which focus specifically on your chosen sub-topic, you should think about widening it or choosing another.

Examples of <u>appropriate</u> sub-topics/literature review titles:
"Western colonialism and imperialism in East Asia 1800-present" (week 1)
"Democracy and democratisation in South East Asia" (week 3)
"Multilateralism and security in the Asia Pacific" or "multilateralism and economic development in the Asia pacific" (week 4)
"EU-Asia relations" (week 7)

Examples of <u>inappropriate</u> (e.g. overly narrow) sub-topics/literature review titles:
"French colonialism in South East Asia" (week 1)
"Authoritarianism in Indonesia" (week 3)
"Post-Cold War US participation in Asian multilateralism" (week 4)
"Europe-Japan trade relations" (week 7)

When thinking of a sub-topic, start simply by asking yourself what you're interested in and what you want to learn more about.

<u>Tips for writing a strong literature review:</u>

•   When you have a sub-topic in mind, do key word searches on Google scholar or an equivalent, in conjunction with DiscoverEd, to get a sense of what is out there. If you are happy that there is enough to do the full review, do more thorough, systematic searches. The reference lists of the books and articles you find will also be extremely useful here. If there is a lot of literature, you do not necessarily have to include every single item - just a sample which is representative of the whole body of work, and which identifies its prominent themes. If five or even ten people have done broadly similar studies with very similar arguments, you can group them together into a single sentence, with references to them all in one set of brackets. If there is not very much, you might end up covering every single item of literature in the review.

•   The review should provide a thorough understanding of the academic literature, which exists around your chosen sub-topic, principally, though not necessarily exclusively, in the form of published books and journal articles. Media articles, think-tank reports and so on will be useful for your essays and throughout the course in general, but **not** in an academic review of the literature.

•   The content of your review should be determined by what literature exists. **You should not begin the review with a particular argument in mind. Indeed, the primary point of a literature review is not to put forward an argument as you would with an essay. It is to outline the contours of the literature and the arguments of others.** In other words, you should not shape the literature review around an argument of your own – your argument will be determined by the literature; do not afraid to be descriptive here.

•   Related to the above point, don't be selective when going into the review, for example by choosing only to review realist and constructivist views on China's rise. This would miss out all the other views, and give an unrepresentative view of the literature. Go in with your eyes open, and get the full lay of the land.

- To structure the review, identify themes in the literature. For example, in a literature review about South China Sea security, some authors will have focussed on the importance of China, while even more specifically some may have focussed on China's island building programme and others on China's historic and/or legal claims to the area. Others may have focussed on the role of ASEAN as an institution, or the activities of individual members such as the Philippines. There are also likely to be disagreements between authors – some will argue one thing, while others will argue another. All this needs to be presented.

- Think of the review as a tree – with large branches of literature, which sometimes split into smaller branches. This is a good way to think about how to organise the literature into a clear, coherent story for the reader. Paint a picture of the literature as a whole. Tell the story of what exists and how it all fits together.

- Importantly, you should also think about **what is not there**. Describe where there are holes or weaknesses in the literature. Maybe only one or two people have written about the role/importance of norms or identity in your chosen sub-topic, perhaps leaving the literature weak in this regard, with unanswered questions. This is where you can start to make arguments about the state of the literature itself. You only have 1500 words however, so there will not be room for many arguments.

- Finally, and in terms of highlighting weaknesses in the literature, try to avoid simply plucking any absent themes out of the air, and proclaiming those weaknesses. Write about weaknesses in what is there, instead of inventing things, which are not. Normally (and though there are exceptions), if no-one has written anything on a particular topic, there's usually a good reason why not.

2. Essay

The essay must be no more than 2500 words and is worth 50% of the overall course grade.

Students must answer one of the following questions:

1. China's physical "rise" of recent decades is a threat to the security/stability of the Asia Pacific. Discuss.

2. Is the United States a hegemonic or imperial power in the modern day Asia Pacific, or some combination of the two?

3. How critical are non-traditional security issues to the international environment of the Asia Pacific? Refer to at least three issues in your answer.

4. How strong is the current evidence that we are approaching an Asian Century, and what might this look like?

Essays will be assessed according to the following criteria:

- Development and coherence of arguments
- Use of supporting evidence, including evidence of ethnographic observation
- Demonstration of an advanced and critical understanding of relevant key debates examined on the course, including reference to at least three articles on the reading list
- Degree of reflexivity and critical thinking in relation to arguments and evidence
- Drawing together major arguments by way of conclusion in relation to the assignment
- Formal presentation of report: correct referencing and quoting; spelling, grammar and style; layout and visual presentation.

Students should also refer to the university's (undergraduate) marking guidelines, for a clear understanding of what we look for in an essay: https://www.ed.ac.uk/student-administration/exams/regulations/common-marking-scheme

The Harvard style of referencing is recommended. Guidance on this can be found at http://www.docs.is.ed.ac.uk/docs/Libraries/PDF/SEcitingreferencesHarvard.pdf

Please also refer to the assessment and submission procedure information on our webpages which you will in appendix 2

3. Tutorial participation

15% of your overall mark will be based on your participation throughout the semester. It will relate to attendance, preparation, and performance in tutorials.

- **Attendance:** You are expected to attend every tutorial, unless you have a good reason to be absent. Absences should be explained in advance wherever possible and justified with evidence where appropriate.

- **Preparation and written reflection:** You are expected to complete the required readings every week, and submit a one page (maximum 500-word) reflection of the required readings. (This is not required in preparation for week 1).

  Try to avoid simply summarising the readings. Instead, what did you like or dislike about the readings? What were their strengths and weaknesses? What questions did they answer or leave unanswered? Where they convincing? Well written? And so on…

  The weekly responses are designed to:- make class discussions more focused; help students formulate and develop their own opinions in advance of the tutorials; give regular opportunity to practice clear and concise writing skills; and to contribute to the final grade for tutorial participation

  The reflections will be collected in tutorials but not individually graded. They will be the basis of discussion for some classes, and you may be called upon to lead some of the discussion by drawing upon your points on your page.

Email a copy of your weekly reflection to the course convenor before the tutorial each week (oliver.turner@ed.ac.uk).

- **Performance:** You are expected to contribute to class discussion by offering ideas and asking questions. You are expected to base your contributions on your analysis of the readings and to listen when others talk, both in small and large group discussions.

  However, do not consider it a competition to see who can speak the most; speaking a lot does not guarantee a high grade here. This tutorial participation grade will be based on the quality rather than quantity of your contributions. Students will be rewarded for their capacity to make relevant points, bring in the readings where appropriate, listen to and engage with others.

Attendance

Attendance and participation in the lectures and discussion are essential for developing an understanding of the topics.

Communications and Feedback

You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number; check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use 'private' email addresses such as Yahoo or Hotmail; it is therefore essential that you check your university email regularly, preferably each day.

Readings and Resource List

All students should read the required readings for every lecture. These readings are necessary to create a thorough understanding of the topic. Further readings listed for each topic are intended to allow students to explore and consolidate their knowledge of particular themes. We have given extensive references in order to help students explore the wider literature if they so wish: we would not expect any student to read all the references for all of these weeks. However, if you are intending to write an essay on a particular topic, you *must* demonstrate that you have read widely around the topic.

Required readings (plus many of the further readings) can be obtained electronically via LEARN or the links in the main library catalogue. If you have any difficulty getting hold of any of the readings, contact the course organiser.

You may find these core texts especially useful throughout the course:

Yahuda, M. (ed.) (2011) *The International Politics of the Asia Pacific*, Third and Revised Edition (London: Routledge)

Pekkanen, S., Ravenhill, J., and Foot, R. (eds.) (2014) *Oxford Handbook of the International Relations of Asia* (Oxford: Oxford University Press)

Ganguly, S., Scobell, A., and Chinyong Liow, J. (eds) (2010) *The Routledge Handbook of Asian Security Studies* (London: Routledge)

Shambaugh, D. and Yahuda, M. (2014) *International Relations of Asia*, second edition (New York: Rowman & Littlefield

Sutter, R.G., *The United States and Asia: Regional Dynamics and Twenty First Century Relations* (London: Rowman and Littlefield), pp.1-18

The Diplomat (https://thediplomat.com/) is also highly recommended as a source of current affairs reports.

Lecture Summary

Week	Day	Date	Lecture
1	Monday	17 September	Introduction to the International Relations of the Asia Pacific
2	Monday	24 September	Civilisation and Empire: The historic roots of the twenty first century Asia Pacific
3	Monday	1 October	Asia's power structures: Sultans, Soldiers and Citizens
4	Monday	8 October	Asia Pacific multilateralism
5	Monday	15 October	From sick man to superpower: China's 'rise' and regional dynamics
6	Monday	22 October	Twenty first century Asia Pacific security I
7	Monday	29 October	The US in the Asia Pacific: Obama, Trump and beyond
8	Monday	5 November	Europe in the Asia Pacific
9	Monday	12 November	Twenty first century Asia Pacific security II
10	Monday	19 November	The Asian Century?
11	Reading Week & Office Drop-in Session		

Course Lectures and Readings

Week 1: Introduction to the international relations of the Asia Pacific
Week one is an introduction to the course, which will ask, what exactly is the Asia Pacific, and why should we study it? It will also outline what you can expect from the course in the weeks to follow.

Note: There are no tutorials this week.

- Required Readings

Pekkanen, S., Ravenhill, J., and Foot, R. (2014) 'Introduction: The International Relations of Asia', in Pekkanen, S., Ravenhill, J., and Foot, R. (eds.) *Oxford Handbook of the International Relations of Asia* (Oxford: Oxford University Press).

Acharya, A. (2010) 'Asia is not one', *The Journal of Asian Studies*, 69(4), pp.1001-1013

- Further Readings

Acharya, A. (2007) 'Why is there no non-Western international relations theory? An introduction', *International Relations of the Asia Pacific*, 3(1), pp.287-312

Dirlik, A. (1992) 'The Asia-Pacific idea: Reality and representation in the invention of a regional structure, *Journal of World History*, 3(1), pp.55-79

Hui, W. (2010) 'The idea of Asia and its ambiguities', *The Journal of Asia Studies*, 69(4), pp. 985-989.

Medcalf, R. (2018) 'Reimagining Asia: From Asia Pacific to Indo-Pacific' in Rozman, G. and Liow, J. (eds.), *International Relations and Asia's Southern Tier* (Singapore: Springer), pp.9-28

Milner, A. and Johnson, D. (2001) 'The idea of Asia', ANU working paper. https://openresearch-repository.anu.edu.au/handle/1885/41891.

Pekkanen, S., Ravenhill, J., and Foot, R. (eds.) *Oxford Handbook of the International Relations of Asia* (Oxford: Oxford University Press).
(Any of the chapters in the second section, 'Theoretical Approaches')

Shambaugh, D. (2014) 'International Relations in Asia: A Multidimensional Analysis', in Shambaugh, D. and Yahuda, M. (eds.) International Relations of Asia (New York: Roman and Littlefield)

Suzuki, S., Zhang, Y., and Quirk, J. (2013) 'Introduction: The rest and the rise of the West', in Suzuki, S., Zhang, Y., and Quirk, J. (eds.) *International Orders in the Early Modern World: Before the Rise of the West* (London: Routledge)

Week 2: Civilisation and empire: The historic roots of the twenty first century Asia Pacific

In week two we examine the historical foundations of the modern day Asia Pacific, by looking back to where it's come from. This includes examination of the empires and civilisations which ordered the region for centuries, before their encounters with the West and the transformations which ensued.

- Required Readings

Perdue, P. (2015) 'The tenacious tributary system', *Journal of Contemporary China*, 24(96), pp.1002-1014

Hobson, J.M. (2004) 'Countering the Eurocentric myth of the pristine West: Discovering the oriental West', in *The Eastern Origins of Western Civilization* (Cambridge: Cambridge University Press)

- Further Readings

Auslin, M. (2004) *Negotiating with Imperialism: The Unequal Treaties and the Culture of Japanese Diplomacy* (Cambridge, MA: Harvard University Press)

Doty, R. (1993) 'Foreign Policy as Social Construction: A Post-Positivist Analysis of U.S. Counterinsurgency Policy in the Philippines', International Studies Quarterly, 37(3), pp.297-320.

Fujitani, T., White, G., and Yoneyama, L. (2001) *Perilous Memories: The Asia Pacific Wars* (London: Duke University Press)

Gregory, J. *The West and China Since 1500* (London: Palgrave Macmillan)

Kang, D. (2010) 'Hierarchy and legitimacy in international systems: The tribute system in early modern East Asia', *Security Studies*, 9(4), pp.591-622

McFarlane, B. (2007) 'Politics of the World Bank-International monetary fund nexus in Asia', *Journal of Contemporary Asia*, 31, pp.214-240.

Suzuki, S. (2005). 'Japan's socialization into janus-faced European International Society', *European Journal of International Relations*, 11(1), pp.137-164

Turner, O. (2013) *American Images of China: Identity, Power, Policy* (London: Routledge)

Womack, B. (2012) 'Asymmetry and China's tributary system', *The Chinese Journal of International Politics*, 5, pp.37–54

Week 3: Asia's power structures: Sultans, soldiers and citizens
In week three we explore the domestic power structures of the Asia Pacific, including the political systems of its nation states, from absolute monarchies to open democracies. The forces which underpin them are also examined, including those of militarism and nationalism, to better understand how they shape the international dynamics of the region.

- Required Readings

Kingston, J. (2016) *Nationalism in Asia: A History Since 1945* (London: John Wiley & Sons). Chapter 5: 'Democracy and nationalism'

Thompson, M. (2004) 'Pacific Asia after "Asian values": Authoritarianism, democracy, and "good governance"', *Third World Quarterly*, 25(6), pp.1079-1095

- Further Readings

Acharya, A. (2003) 'Democratisation and the prospects for participatory regionalism in Southeast Asia', Third World Quarterly, 24(2), pp.375-390

Bell, D. (2006) 'Introduction: One size doesn't fit all', in *Beyond Liberal Democracy: Political Thinking for an East Asian Context* (Princeton, NJ: Princeton University Press), pp.1-19

Firth, S. (2013) 'Australia's policy towards coup-prone and military regimes in the Asia Pacific: Thailand, Fiji and Burma', *Australian Journal of International Affairs*, 67(3), pp.357-372

Hameiri, S. and Jones, L. (2016) 'Rising powers and state transformation: The case of China', *European Journal of International Relations*, 22(1), pp.72-98

Huang, X. and Young, J. (2017) *Politics in Pacific Asia: And Introduction* (London: Palgrave)

Lind, J. (2011) 'Democratization and Stability in East Asia', *International Studies Quarterly*, 55(2), pp.409–436

Reid, A. (2010) *Imperial Alchemy: Nationalism and Political Identity in Southeast Asia* (Cambridge: Cambridge University Press)

Reilly, B. (2006) 'Introduction', in *Democracy and Diversity: Political Engineering in the Asia Pacific* (Oxford: Oxford University Press), pp.1-26

Week 4: Asia Pacific multilateralism
In week four we examine the region's multilateral organisations and institutions. The Asia Pacific is more than collection of nation states, with a network of cooperative bodies which seek to bind those states together into more than the sum of their parts. The establishment, motivations, and successes and failures of these organisations and institutions will be unpacked.

- Required Readings

Beeson, M. (2008) Chapter 1: 'History and identity in the Asia Pacific', in Beeson, M. *Institutions of the Asia Pacific* (London: Routledge)

Goh, E. (2007) 'Great powers and hierarchical order in southeast Asia: Analyzing regional security strategies'. *International Security*, 32(3), 113-157

- Further Readings

Ba, A. (2006) 'Who's socializing whom? Complex engagement in Sino-ASEAN relations', *Pacific Review*, 19(2), pp.157-179

Bisley, N. (2018) 'Contested Asia's "new" multilateralism and regional order', The Pacific Review, Online First, https://www.tandfonline.com/doi/abs/10.1080/09512748.2018.1465456?af=R&journalCode=rpre20

Bisley, N. (2017) 'The East Asia Summit and ASEAN: Potential and problems', *Contemporary Southeast Asia: A Journal of International and Strategic Affairs*, 39(2), pp.265-272

Chin, G. (2016) 'Asian Infrastructure Investment Bank: Governance innovation and prospects', *Global Governance*, 22, pp. 11-26

Haacke, J. (2009) 'The ASEAN Regional Forum: from dialogue to practical security cooperation?', *Cambridge Review of International Affairs*, 22(3), pp.427-449

Hemmer, C. and Katzenstein, P. (2003) 'Why is there no NATO in Asia? Collective identity, regionalism, and the origins of multilateralism', *International Organization*, 56(3), pp.575-607

Jones, D. and Jenne, N. (2016) 'Weak states' regionalism: ASEAN and the limits of security cooperation in Pacific Asia', *International Relations of the Asia Pacific*, 16(2), pp.209-240

Prantl, J. (2018) ''Multilateralism in East Asia: The good, the bad, and the ugly', in Rozman, G. and Liow, J. (eds.), *International Relations and Asia's Southern Tier* (Singapore: Springer), pp.31-44

Week 5: From sick man to superpower: China's "rise" and regional dynamics
In week five we examine the material "rise" of China to real or potential superpower status. China's growth and modernisation of recent decades attracts hyperbole, but it has undoubtedly brought great impacts, not least to the Asia Pacific. The contours of this "rise" and well as how it is being received by others, are key areas of focus.

- Required Readings

Goh, E. (2014) 'The modes of China's influence: Cases from Southeast Asia, *Asian Survey*, 54(5), pp. 825–848

Pan. C. (2004) 'The "China threat" in American self-imagination: The discursive construction of Other as power politics', *Alternatives: Global, Local, Political,* 29, p.305

- Further Readings

Beeson, M. and Li, F. (2016) 'China's Place in Regional and Global Governance: A New World Comes Into View', *Global Policy* 7(4), pp.491-499

Callahan, W. (2015) 'Identity and Security in China: The Negative Soft Power of the China Dream', *Politics*, 35(3/4), pp.216-229

Ding, S. (2011) 'Branding a rising China: An analysis of Beijing's national image management in the age of China's rise', *Journal of African and Asian Studies*, 46(3), pp.293-306

Ferdinand, P. (2016) 'Westward ho—the China dream and 'one belt, one road': Chinese foreign policy under Xi Jinping', *International Affairs*, 92(4), pp.941-957

Kirshner, J. (2012) 'The tragedy of offensive realism: Classical realism and the rise of China', *European Journal of International Relations*, 18(1), pp.53-75

Pan, S. and Lo, J. (2017) 'Re-conceptualizing China's rise as a global power: a neo-tributary perspective', *The Pacific Review*, 30(1), pp.1-25

Mearsheimer, J. (2010) 'The gathering storm: China's challenge to US power in Asia,' *The Chinese Journal of International Politics*, 3(4), pp.381-396

Shambaugh, S. (2018) 'U.S.-China Rivalry in Southeast Asia: Power Shift or Competitive Coexistence?', *International Security*, 42(4), pp.85-127

Turner, O. (2013), 'Threatening China and US security: The international politics of identity', *Review of International Studies* 39(4), pp.903-924

Yu, H. (2017) 'Motivation behind China's 'One Belt, One Road' Initiatives and Establishment of the Asian Infrastructure Investment Bank', *Journal of Contemporary China*, 105, pp.353-368

Weissmann, M. (2015) 'Chinese Foreign Policy in a Global Perspective: A Responsible Reformer "Striving For Achievement"', *Journal of China and International Relations*, 3(1), pp.151-166

Week 6: Twenty first century Asia Pacific security I
In week six we concentrate on the international security environment of the Asia Pacific, with a focus on more "traditional" security concerns. As among the world's most economically dynamic, and politically sensitive regions, security is a primary concern for many local actors but also for those beyond whose interests rely on the maintenance of the so-called "Long Peace" of Asia.

- Required Readings

Ba, A. (2014) 'Asia's regional security institutions', in Pekkanen, S., Ravenhill, J., and Foot, R. (eds.) *Oxford Handbook of the International Relations of Asia* (Oxford: Oxford University Press), pp.667-689

J. Ikenberry (2015) 'Between the Eagle and the Dragon: America, China, and Middle State Strategies in East Asia', *Political Science Quarterly*, 131(2), pp.9-43

- Further Readings

Acharya, A. (2014) 'Power shift or paradigm shift? China's rise and Asia's emerging security order', *International Studies Quarterly*, 58(1), pp.158-173

Chang, K. (2017) 'North Korea and the East Asian Security order: competing views on what South Korea ought to do', *Pacific Review*. Online: http://www.tandfonline.com/doi/abs/10.1080/09512748.2017.1397733

Delury, J. and Moon, C. (2014) 'Strong, prosperous, or great?: North Korean security and foreign policy', in Pekkanen, S., Ravenhill, J., and Foot, R. (eds.) *Oxford Handbook of the International Relations of Asia* (Oxford: Oxford University Press), pp.447-425

Emmers, R. (2014) 'Security Cooperation in the Asia-Pacific: Evolution of Concepts and Practices', in Tan, S. and Acharya, A. (eds.) *Asia-Pacific Security Cooperation: National Interests and Regional Order* (London: Routledge), pp.1-18

Gustafsson, K. (2014) 'Identity and recognition: remembering and forgetting the post-war in Sino-Japanese relations', *The Pacific Review*, 28(1), pp.117-138

Hughes, C. (2014) 'Japan's foreign security relations and policies', in Pekkanen, S., Ravenhill, J., and Foot, R. (eds.) *Oxford Handbook of the International Relations of Asia* (Oxford: Oxford University Press), pp.447-425

Cha, V. (2010) 'Powerplay: Origins of the US alliance system in Asia', *International Security*, 34(3), pp.158-196

Liow, J. (2018) 'The South China Sea Disputes: Some blindspots and misperceptions', in Rozman, G. and Liow, J. (eds.), *International Relations and Asia's Southern Tier* (Singapore: Springer), p.159-171

Weissmann, M. (2015) 'The South China Sea: Still no War on the Horizon', *Asian Survey*, 55(3), pp. 596-617.

Wilkins, T. (2018) 'After a decade of strategic partnership: Japan and Australia 'decentering' from the US alliance?', *The Pacific Review*, 31(4), pp.498-514

Week 7: The US in the Asia Pacific: Obama, Trump and beyond
In week eight we turn to modern day US engagement with the Asia Pacific. Washington has long maintained an intensive security presence across Asia, and involved itself heavily in the regional political-economy. As a self-identified "Pacific Power" it retains what it sees as a legitimate place in the region, though now in an era when its relative global power is declining.

- Required Readings

Sutter, R.G. (2015) 'Introduction', in Sutter, R.G., *The United States and Asia: Regional Dynamics and Twenty First Century Relations* (London: Rowman and Littlefield), pp.1-18

Turner, O. (2016), 'China, India and the US rebalance to the Asia Pacific: The geopolitics of rising identities', *Geopolitics* 21(4), pp.922-944

- Further Readings

Beeson, M. (2006) 'U.S. hegemony and Southeast Asia: The impact of, and limit to, U.S. power and influence', *Critical Asian Studies*, 36(3), pp.445-462

Bello, W. (1998) 'US imperialism in the Asia Pacific', *Peace Review*, 10(3), pp.367-373

Cha, V. (2017) 'Informal hierarchy in Asia: the origins of the US–Japan alliance', *International Relations of the Asia Pacific*, 17(1), pp.1-34

Graham, E. (2013) 'Southeast Asia in the US rebalance: Perceptions from a divided region', *Contemporary Southeast Asia: A Journal of International and Strategic Affairs*, 35(3), pp.305-332

Ikenberry, J. (2005) 'Power and liberal order: America's postwar world order in transition', *International Relations of the Asia Pacific* 5:2, Pp.133-152.

Lind, J. (2016) 'Keep, toss or fix? Assessing US alliances in East Asia', in Suri, J. and Valentino, B. (eds.) *Sustainable Security: Rethinking American National Security Strategy* (Oxford: Oxford University Press), pp.297-331.

Löfflmann, G. (2015) 'Leading from behind – American exceptionalism and President Obama's post-American vision of hegemony, *Geopolitics* 20(2), pp.308-332

Maier, C. (2006) *Among Empires: American Ascendancy and its Predecessors* (Cambridge, MA: Harvard University Press)

Parmar, I. (2018) 'The US-led liberal order: Imperialism by another name?', *International Affairs* 94(1), pp.151-172.

Pempel, T. (2018) 'Regional decoupling: The Asia Pacific minus the USA?', Pacific Review, Online First, https://www.tandfonline.com/doi/full/10.1080/09512748.2018.1470557?src=recsys

Ratner, E. (2013) 'Rebalancing to China with an Insecure China', *The Washington Quarterly*, 36, pp.21-38

Shaplen, J. and Laney, J. (2007) 'Washington's Eastern Sunset: The Decline of U.S. Power in Northeast Asia', *Foreign Affairs*, 86(6), pp. 82-97

Turner, O. (2013) *American Images of China: Identity, Power, Policy* (London: Routledge)

Week 8: Europe in the Asia Pacific
In week seven we examine the role of Europe and European nations in the contemporary Asia Pacific. Europe has a long history of engagement with, and exploitation of, Asia, and today its presence there is a complicated blend of the new and the old. How relevant is Europe in the Asia Pacific today? What role does it play? And how is it perceived and received there?

- Required Readings

Simón, L. and Klose, S. (2015) 'European perspectives towards the rise of Asia: Contextualising the debate', *Asia Europe Journal*, 14(3), pp.239-260

Zeng, J. (ed.) (2017) 'Does Europe matter? The role of Europe in Chinese narratives of "One Belt One Road" and "New Type of Great Power Relations", *Journal of Common Market Studies*, 55(5), pp.1162-1176

- Further Readings

Cameron, F. (2010) 'The geopolitics of Asia – What role for the European Union?', International Politics 47(3/4), pp.276-292

Christiansen, T., Kirchner, E. and Murray, P. (2013) *The Palgrave handbook of EU-Asia relations* (New York: Palgrave Macmillan)

Christiansen, T. and Maher, R. (2017) 'The rise of China—challenges and opportunities for the European Union', *Asia Europe Journal*, 15, pp.121-131

Kaji, Sahoko (2018) 'Instability in Europe and its impact on Asia', *Asian Economic Policy Review* 13(2), pp.243-257

Kirchner, E., Christiansen, T. and Dorussen, H. (2016) 'EU-China security cooperation in context', in Kirchner, E., Christiansen, T. and Dorussen, H. (eds.) Security Relations between China and the European Union (Cambridge: Cambridge University Press), pp.1-18

Le Corre, P. and Pollack, J. (2017) China's rise: What about a transatlantic dialog? *Asia Europe Journal*, 15, pp.147-160

Simón, L. (2015) 'Europe, the rise of Asia and the future of the transatlantic relationship', *International Affairs*, 91(5), pp.969-989

Sverdrup-Thygeson, B. (2017) 'The bear and the EU-China-US triangle: transatlantic and Russian influences on EU's pivot to Asia', *Asia Europe Journal* 15(2), 161-172

Zhou, H. (2017) *China-EU Relations: Reassessing the China-EU Comprehensive Strategic Partnership* (Singapore: Springer)

Week 9: Twenty first century Asia Pacific security II
In week nine we turn to some of the key "non-traditional" security concerns of the Asia Pacific. Areas of focus include food, energy and human security. While the spectre of "traditional", inter-state security issues linger and even intensify, others have become more prominent in regional discourse as their impacts become better understood

- Required Readings

Cook, A. and Caballero-Anthony, M. (2015) 'NTS framework', in Cook, A. and Caballero-Anthony, M. (eds.), *Non-Traditional Security in Asia* (Singapore: ISEAS – Yusof Ishak Institute), pp.1-14

*Plus one or more of your choice from the further readings:

- Further Readings

Caballero-Anthony, M. (2015) 'Linking change adaption and food security in ASEAN', ERIA discussion paper series, November, http://www.eria.org/ERIA-DP-2015-74.pdf.

Emmers, R. (2009) 'Comprehensive security and resilience in southeast Asia: ASEAN'S approach to terrorism', *The Pacific Review*, 22(2), pp.159-177

Febrica, S. (2010) 'Securitizing Terrorism in Southeast Asia: Accounting for the Varying Responses of Singapore and Indonesia', *Asian Survey*, 50(3), pp.569-590.

Graham, E. (2015) 'Maritime Security and Threats to Energy Transportation in Southeast Asia', *The RUSI Journal*, 160(2), pp.20-31

Kuntjoro, I., Jamil, S., and Mathur, A. (2015) 'Food', in Cook, A. and Caballero-Anthony, M. (eds.), *Non-Traditional Security in Asia* (Singapore: ISEAS – Yusof Ishak Institute), pp.40-65

Lindsay, J. (2014/15) 'The impact of China on cybersecurity: Fiction and friction', *International Security*, 39(3), pp.7-47

Moe, E. and Midford, P. (eds.) (2014) *The Political Economy of Renewable Energy and Energy Security: Common Challenges and National Responses in Japan, China and Northern Europe* (London: Palgrave)

Munro, P. (2012) 'Harbouring the illicit: Borderlands and human trafficking in South East Asia', *Crime, Law and Social Change*, 58(2), pp.159-177

Reimann, K. (2014) 'Environment, human security, and cooperation in Asia', in Pekkanen, S., Ravenhill, J., and Foot, R. (eds.) *Oxford Handbook of the International Relations of Asia* (Oxford: Oxford University Press), pp.641-665

Strausz, M. (2014) 'Forced Migration in Contemporary Asia', in Pekkanen, S., Ravenhill, J., and Foot, R. (eds.) *Oxford Handbook of the International Relations of Asia* (Oxford: Oxford University Press), pp.622-640

Week 10: The Asian Century?
In the final week we examine the possibility of a so-called forthcoming "Asian century". What does this mean? And what would one look like? As the US and Europe face political and economic problems and diminished global authority, there is increasing debate over the prospect of a new "world order" centred not in the West, but in Asia.

- Required Readings
Breslin, S. (2016) 'China's global goals and roles: Changing the world from second place?', *Asian Affairs*, 47(1), pp.59-70

Acharya, A. (2011) 'Can Asia lead? Power ambitions and global governance in the twenty first century', *International Affairs*, 87(4), pp.851-869

- Further Readings
Acharya, A. (2014) The End of American World Order (London: Polity Press). Chapter 6: Worlds in collusion, pp.106-118

Beeson, M. and Li, F. (2015) 'What consensus? Geopolitics and policy paradigms in China and the United States', *International Affairs*, 91(1), pp.93-109

Chen, W. (2017) *The Beijing Consensus? How China has changed Western ideas of law and economic development* (Cambridge: Cambridge University Press)

Hopewell, K. (2017) 'The BRICS—merely a fable? Emerging power alliances in global trade governance', *International Affairs*, 93(6), pp.1377-1396

Ikenberry, J. (2008) 'The rise of China and the future of the West: Can the liberal system survive?', *Foreign Affairs*, 87(1), pp.23-37

Ikenberry, J. and Wang, J. (2015) *America, China, and the Struggle for World Order: Ideas, Traditions, Historical Legacies, and Global Visions* (New York: Palgrave Macmillan)

Johnston, A. (2003) 'Is China a status quo power?', *International Security* 27(4), pp.5-56

Kennedy, S. (2010) The myth of the Beijing consensus, *Journal of Contemporary China*, 19(65), pp.461-477

Nye, J. (2015) Is the American century over? *Political Science Quarterly*, 130(3), pp.393-400.

Peerenboom, R. (2014) China and the middle income trap: Toward a post-Washington, post-Beijing Consensus, *The Pacific Review*, 27(5), pp.651-673

Womack, DB. (2015) 'China and the future status quo', *The Chinese Journal of International Politics*, 8(2), pp.115-137

Zhao, S. (2018) 'A revisionist stakeholder: China and the post-world war II world order', *Journal of Contemporary China*, online first, DOI: 10.1080/10670564.2018.1458029

Appendix 1 – General Information

Students with Disabilities
The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Learning Resources for Undergraduates
The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).

Discussing Sensitive Topics
The discipline of International Relations addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling

Honours Tutorial Sign- up
For this course you will have been automatically assigned to a tutorial group and this group will appear on your personalised timetable. This allocation is done using Student Allocator software which randomly assigns you to a suitable tutorial group based on your lecture timetable. It is important you attend the group on your personalised timetable, attending a different group will mean that you will not appear on the register making your attendance difficult to track which could lead to further difficulties for you.
Guidance on how to view your personal timetable can be found at https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables

Requesting a group change
If you are unable to attend the tutorial group you have been assigned, you can request a change via the **Group Change Request'** form.

This form is available now and can be accessed up until the 22nd of December.
The form will re-open from the 3rd of January to the 5th of February 2019 for anyone who was not able to submit a change request before the Christmas vacation period.
You can access the Group Change request form via the Timetabling webpages here https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables

External Examiner
The External Examiner is Dr Jaremey McMullin, University of St Andrews.

Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

There are three types of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Incorrect submission Penalty**
  When a piece of coursework is submitted to our Electronic Submission System (ELMA) that does not comply with our submission guidance (wrong format, incorrect document, no cover sheet etc.) a penalty of **5 marks** will be applied to students work.

- **Lateness Penalty**
  If you miss the submission deadline for any piece of assessed work **5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks).** Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**
  The penalty for excessive word length in coursework is one mark deducted for each additional 20 words over the limit. If the limit is 1500 words then anything between 1501 and 1520 words will lose one point, and so on. Word limits vary across subject areas and submissions, so check your course handbook. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information.
  You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework
Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages here. Remember, there is a 5 mark incorrect submission penalty, so read the guidance carefully and follow it to avoid receiving this.

Extensions: New policy-applicable for years 1 -4

From September 2016, there will be a new extensions policy that applies to all courses in the school from years one to four.

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our webpages and take note of the key points below. You will also be able to access the online extension request form through our webpages.

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. **For further details on plagiarism see the Academic Services' website:**

http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about

living, identifiable individuals, on the Records Management section of the University website at:

http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents