Wasatch Experience
Implementation Summary

Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

Course Name: International Relations of East Asia

Instructor Name: Eun Bin Chung

List learning goals for your course, lesson, or activity that highlight new sustainability elements.

The course description notes that the class will discuss environmental issues that have global impact, for example yellow dust and epidemic issues from Chinese desserts and how this affects diplomacy in Asia.

One of the course outcomes is to “Discuss the idea of sustainability and international environmental issues, and how this affects strategies for peace-making and social cooperation in Asia, in an era characterized by globalization.

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

There is more discussion on “what sustainable development means” in East Asia, especially with relation to China’s rapid rise.

All students participate in an online diplomatic game that simulates countries’ interaction in global efforts against climate change. Students’ performance in the game in groups count for 10% of their grade, and (to avoid freeriding issues and award dedicated performance) peer evaluation within groups count for 5% of the grade.
Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected new activities attach a completed Activity Sheet.

**PART 1: STRATEGIC OPTIONS & TRADEOFFS**

**Week 2:**

Mon Aug 29  
Typical strategies: containment, engagement, rollback, and intervention  
Ross 2009

-- China and International Environmental Issues

--Pacific Settlement & Protecting Sovereignty

--Case study: China

--Student presentation: Ross 2009

**Week 3:**

Wed Sep 7  
Rising China – A Revisionist power?  
Suzuki 2008

--Climate Change in Asia

--Revision via intimidation

--Revision via engagement in the system

**Week 14:**

Mon Nov 28  
Power and globalization

--Changing dynamics of international conflict

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Wasatch Experience
Implementation Summary

--What is sustainable development in Asia?

--Student presentation: Kirshner 2008

Wed Nov 30
Post game Analysis

--Who won and who lost?
--Why did the game go the way it did?
--How would it go next time?

--Did countries suggest in stopping the melting Ice Mountains with the Globe of Frost? Why or why not?
--What were some challenges in global cooperation for the environment?
--Tragedy of the Commons

--Lessons to take away from the game

What motivated you to change your course?

Environmental issues related to China’s rapid industrial development have had a twofold effect on East Asian International Relations. On the one hand, the negative externalities have caused friction in diplomacy between Asian states and decline of leverage for China. I wanted to discuss these issues and how environmental topics and concerns of sustainable development can impact global politics.
**POLS 5480. International Relations of East Asia**

Fall Semester 2016
Mondays and Wednesdays, 1:25 – 2:45; LS 107

**Instructor:** Eun Bin Chung  
**Email:** eunbin.chung@poli-sci.utah.edu  
**Office Hours:** Email to schedule appointment  
**Office Location:** Bldg 73, #209  
Preferred method of contact/communication: Email

**Required Materials**
We will not be using a textbook for this class. All readings are posted on Canvas. Students are expected to participate in class having already read the reading assignments for that day. The readings should be done *before class* on the date they are listed for. For instance, the first reading you see in the syllabus, the ‘Ross 2009’ on China, should be done when you come to class on Mon, Aug 29. All readings are from prestigious books or journals in international relations or psychology, and some may involve technical and statistical details in their methods of research. You do not need to be afraid of these; it is more important that you understand what the authors are trying to say through those methods and what their bottom lines are. It is okay if you do not understand the statistics. If you have difficulty with the readings, please come to talk to me.

**Course Description**
This course examines the international relations of East Asia with a focus on three states in Northeast Asia: China, Japan, and Korea. It is designed to introduce students to the methods and resources needed to compare and judge competing hypotheses about what motivates states and how decisions about foreign policy are taken. It unpacks the decision-making process in China, Japan, the Koreas, and other countries and asks students to identify the values, beliefs, and processes that drive policy-making. We will also discuss environmental issues that have global impact, for example yellow dust and epidemic issues from Chinese desserts and how this affects diplomacy in Asia. Students should come away from the course with a good deal of substantive knowledge about foreign policy in East Asia, the United States and elsewhere. They should also develop a theoretical and analytic perspective that will allow them to identify the causal factors driving globalization and to evaluate the viability and effectiveness of different strategies. In addition, students should become quite familiar with source materials and how to acquire information about world politics.

This class meets the International requirement. There are no pre/co-requisites for the course counts as an elective for the Korean Studies minor. This course is three credit hours.
Course Outcomes
By the end of this course, you will be able to:

- Read, understand, and give constructive criticism about an empirical research article in international relations.
- Give a presentation and lead a discussion on your topic of choice as a group in front of the class.
- Become more knowledgeable about politics in East Asia - definitions, various domains of study, and methodologies.
- Become familiar with the role of cognition and emotion in the context of international relations.
- Examine the numerous factors involved in conflict and cooperation between groups in East Asia.
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Assignments

Grading Policy (Evaluation Methods & Criteria)

Grades are based on the following:

- Mid-term Exam (IN-CLASS, Oct 3) 30
- Student Presentation 20
- Final Exam (TAKE-HOME, due Dec 13, 3PM) 30
- Statecraft performance 10
- Participation 5
- Attendance 5

Your grade in this course will consist of your performance on two exams (an in-class midterm and a comprehensive take-home final exam), one group presentation, class participation, and performance and peer evaluation in Statecraft.

Examinations: Students must complete a mid-term exam and a comprehensive final exam. The exams will be in essay format, and more information will be given in advance of the exam dates. The two exams are designed to test for basic understanding of core concepts and ideas. Exams will reflect both the readings and what was taught and discussed in class. Therefore, keeping up with the readings as well as coming to class is essential. The midterm exam will be in our classroom, during class time. The final exam, on the other hand, will be a comprehensive open-book, take-home exam. You have 24 hours to complete the exam, which should be enough time. I will post the final exam by 3PM, Dec 12 on Canvas. Students will need to type their answers and upload their completed exams, in one file, on Canvas by 3PM Dec 13. Late submissions will lose points. Both the midterm exam and final exam are each worth 30% of your final grade. Together, these exams comprise 60% of your final grade.

Student Presentation: You are also required to do a 30 minute presentation (either alone or in groups of 2 students). The student presentation schedules are underlined in the course schedule below. Students will be assigned articles to present on at the beginning of the semester. The presentations are intended to help you understand the readings and facilitate discussion. Each student will need to do one presentation. The presentations should provide an introduction and summary of an article, explanation of relevant case
studies (either from or not from the article), discussion questions to share with the class, and the student’s thoughts of the article. You can provide a short handout for the class. PowerPoint is optional. Feel free to make use of whatever methods or materials (e.g. a game, brainstorming exercise, short video clips, etc.) to make your presentation interesting. Your presentation will be judged on how well you understood the ideas you presented, delivered it to the class, and led the discussion. Your presentation will be worth 20% of your final grade.

**Statecraft:** Finally, all students will participate in an online diplomatic game that simulates countries’ interaction in global efforts against climate change. There is a cost of $35 for this that you will have to pay online. Your performance in the game in your groups will count for 10% of your grade, and peer evaluation within groups will count for 5% of your grade.

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Wed Aug 31  No class: Instructor traveling

**Week 3:**

Mon Sep 5  No class: Labor Day holiday

Wed Sep 7  Rising China – A Revisionist power?  Suzuki 2008

  --Climate Change in Asia
  --Revision via intimidation
  --Revision via engagement in the system

**Week 4:**

Mon Sep 12  Integration

  --Japan and “Frustrated Great Powers”
  --Contact Theory and nation-building
  --Multiculturalism
  --Student presentation: Suzuki 2008

**PART 2: WHY DO COUNTRIES ACT AS THEY DO? EXPLAINING DECISIONS**

Wed Sep 14  Who are the decision-makers, and what motivates them?  Hymans 2008

  --A motivational typology
  --Identifying decision-makers

**Week 5:**

Mon Sep 19  North Korea

  --Decisions to acquire nuclear weapons
  --Student presentation: Hymans 2008

Wed Sep 21  Watch movie on nuclear deterrence in class

  --‘Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb’
**Week 6:**

**Mon Sep 26**
Deterrence

---Comparison of East Asia and Middle East
---Discuss movie and lessons to foreign policy
---Student presentation: Solingen 2007

**Wed Sep 28**
Leading coalitions and foreign policy differences

---The influence of material factors
---Inferring motivation in the natural setting
---Are there indicators of motivation?

**Week 7:**

**Mon Oct 3**
Midterm Exam in classroom, closed-book (class time)

**Wed Oct 5**
The effects of interdependence and social identities

---Cognition and emotion in international relations
---Reaching psychological consistency
---Balance theory

**Oct 10-14**
Enjoy Fall Break!

**Week 8:**

**Mon Oct 17**
Statecraft set-up: class in Computer Room (exact room TBA)

Statecraft manual (on Canvas). Take foreign policy attitude test on statecraftsim.com

**Wed Oct 19**
Blunders and biases in decision-making

---This is a chapter from a book based on Social Psychology.
---Can we apply these blunders to the foreign policy

---Thaler & Sunstein 2008
of Asian states?

**Week 9:**
**Mon Oct 24**  The psychology of perception and choice

---Cognitive heuristics
---Student presentation: Thaler & Sunstein 2008

**PART 3: IDENTITY AND RECONCILIATION IN EAST ASIA**

**Wed Oct 26**  Do stereotypes serve functional purposes?  Castano & Giner-Sorolla 2006

---Dehumanization and post-conflict justice
---Case study: Images and dehumanization

**Week 10:**
**Mon Oct 31**  Moral disengagement

---How is it accomplished and why?
---Student presentation: Castano & Giner-Sorolla 2006

**Wed Nov 2**  Perceived relationships and images of the decisional process  Chung 2015

---Ideal typical referent images

**Week 11:**
**Mon Nov 7**  National Identity and International Relations

--- What are some applications of group-affirmation?
--- Self or Group: Which level of Identity?
---Student presentation: Chung 2015

**Wed Nov 9**  Japan’s relations with its neighbor states  Lind 2009

---Overcoming Historical Animosity
---The politics of apology and reconciliation
---What kind of ‘common ground’ is desirable for reconciliation?
**Week 12:**
Mon Nov 14  Nationalism, Memory, and Reconciliation
--Student presentation: Lind 2009

**PART 4: THE ROLE OF THE PUBLIC AND IDEOLOGY IN EAST ASIA**

Wed Nov 16 Principals and agents Shook & Fazio 2009
--Constructed roles
--Are the publics in Asia in a good position to act as principal?

**Week 13:**
Mon Nov 21 National attachment and Chauvinism
--Ideology and double-standards toward multilateralism
--Ideological modes of reasoning
--Student presentation: Shook & Fazio 2009

Wed Nov 23 What does this mean for this U.S.? Kirshner 2008
--American power
--The role of the U.S. in an era of globalization

**Week 14:**
Mon Nov 28 Power and globalization
--Changing dynamics of international conflict
--Information and Hypermedia
--Rising powers: a multilateral future?
--What is sustainable development in Asia?
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Wed Nov 30 Post game Analysis
--Who won and who lost?
--Why did the game go the way it did?
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--Did countries suggest in stopping the melting Ice Mountains with the Globe of Frost? Why or why not?
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--Tragedy of the Commons
--Lessons to take away from the game

**Week 15:**
Mon Dec 5  Final Discussion: Asking and answering the big questions:

--What will the future of Asia look like?
--Is an “Asian Community” likely?
--Is the EU a model for Asia?
--What are the biggest problems and security threats in Asia?
--How can Asian countries overcome the “history problem”?
--What is the road to reconciliation in Asia?

Wed Dec 7  Class wrap-up

--Final exam review

**Finals Week:**  **Final Exam**
Dec 12-13  --Take-home, open-book exam to be submitted on Canvas.
            --Posted on Canvas 3:00 PM on Mon, Dec 12.
            --Due 24 hours later at **3:00 PM on Tue, Dec 13.**

**Note:** This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

**Bibliography**


POLS 5480. International Relations of East Asia
Fall Semester 2016
Mondays and Wednesdays, 1:25 – 2:45; LS 107

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<td>Course Introduction and Syllabus Review</td>
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<tr>
<td>Wed Aug 24</td>
<td>Introduction to strategies</td>
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<td>--Strategies: Plans to affect the future</td>
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<td>--Foreign Policy and Int'l Relations Theory</td>
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<td>--Assign student presentations</td>
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**PART 1: STRATEGIC OPTIONS & TRADEOFFS**

**Week 2:**

| Mon Aug 29     | Typical strategies: containment, engagement, rollback, and intervention         | Ross 2009                    |
|                | --China and International Environmental Issues                                   |                              |
|                | --Pacific Settlement & Protecting Sovereignty                                   |                              |
|                | --Case study: China                                                             |                              |
|                | --Student presentation: Ross 2009                                              |                              |
Week 3:
Mon Sep 5  No class: Labor Day holiday

Wed Sep 7  Rising China – A Revisionist power? Suzuki 2008
  - Climate Change in Asia
  - Revision via intimidation
  - Revision via engagement in the system

Week 4:
Mon Sep 12  Integration
  - Japan and “Frustrated Great Powers”
  - Contact Theory and nation-building
  - Multiculturalism
  - Student presentation: Suzuki 2008

PART 2: WHY DO COUNTRIES ACT AS THEY DO? EXPLAINING DECISIONS

Wed Sep 14  Who are the decision-makers, and what motivates them? Hymans 2008
  - A motivational typology
  - Identifying decision-makers

Week 5:
Mon Sep 19  North Korea
  - Decisions to acquire nuclear weapons
  - Student presentation: Hymans 2008

Wed Sep 21  Watch movie on nuclear deterrence in class
  - ‘Dr. Strangelove or: How I Learned to
Stop Worrying and Love the Bomb’

**Week 6:**

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<tr>
<th>Date</th>
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<tr>
<td>Mon Sep 26</td>
<td>Deterrence</td>
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<td>--Comparison of East Asia and Middle East</td>
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<td>--Discuss movie and lessons to foreign policy</td>
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<td>--Student <a href="#">presentation</a> Solingen 2007</td>
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<th>Date</th>
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<tr>
<td>Wed Sep 28</td>
<td>Leading coalitions and foreign policy differences</td>
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<td>--The influence of material factors</td>
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<td>--Inferring motivation in the natural setting</td>
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<td>--Are there indicators of motivation?</td>
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**Week 7:**

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>Mon Oct 3</td>
<td><strong>Midterm Exam</strong> in classroom, closed-book (class time)</td>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Wed Oct 5</td>
<td>The effects of interdependence and social identities</td>
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<td>--Cognition and emotion in international relations</td>
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<td>--Reaching psychological consistency</td>
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<td>--Balance theory</td>
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<th>Date</th>
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<td>Oct 10-14</td>
<td>Enjoy Fall Break! IZ</td>
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**Week 8:**

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<th>Date</th>
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<tr>
<td>Mon Oct 17</td>
<td>Statecraft set-up: class in Computer Room (exact room TBA)</td>
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<td>Statecraft manual (on Canvas). Take foreign policy attitude test on</td>
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<tr>
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<td>statecraftsim.com</td>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Wed Oct 19</td>
<td>Blunders and biases in decision-making</td>
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<td>--This is a chapter from a book based on Social Psychology.</td>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td></td>
<td>Thaler &amp; Sunstein 2008</td>
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Can we apply these blunders to the foreign policy of Asian states?

**Week 9:**
Mon Oct 24
The psychology of perception and choice

--Cognitive heuristics
--Student presentation: Thaler & Sunstein 2008

**PART 3: IDENTITY AND RECONCILIATION IN EAST ASIA**

**Week 10:**
Mon Oct 26
Do stereotypes serve functional purposes? Castano & Giner-Sorolla 2006

--Dehumanization and post-conflict justice
--Case study: Images and dehumanization

Mon Oct 31
Moral disengagement

--How is it accomplished and why?
--Student presentation: Castano & Giner-Sorolla 2006

Wed Nov 2
Perceived relationships and images of the decisional process Chung 2015

--Ideal typical referent images

**Week 11:**
Mon Nov 7
National Identity and International Relations

-- What are some applications of group-affirmation?
-- Self or Group: Which level of Identity?
--Student presentation: Chung 2015

Wed Nov 9
Japan’s relations with its neighbor states Lind 2009

--Overcoming Historical Animosity
--The politics of apology and reconciliation
--What kind of ‘common ground’ is
desirable for reconciliation?

**Week 12:**
Mon Nov 14 Nationalism, Memory, and Reconciliation
-- Student presentation: Lind 2009

**Part 4: The Role of the Public and Ideology in East Asia**

Wed Nov 16 Principals and agents
-- Constructed roles
-- Are the publics in Asia in a good position to act as principal?

**Week 13:**
Mon Nov 21 National attachment and Chauvinism
-- Ideology and double-standards toward multilateralism
-- Ideological modes of reasoning
-- Student presentation: Shook & Fazio 2009

Wed Nov 23 What does this mean for this U.S.?
-- American power
-- The role of the U.S. in an era of globalization

**Week 14:**
Mon Nov 28 Power and globalization
-- Changing dynamics of international conflict
-- Information and Hypermedia
-- Rising powers: a multilateral future?
-- What is sustainable development in Asia?
-- Student presentation: Kirshner 2008
Wed Nov 30  Post game Analysis

--Who won and who lost?
--Why did the game go the way it did?
--How would it go next time?
--Did countries suggest in stopping the melting Ice Mountains with the Globe of Frost? Why or why not?
--What were some challenges in global cooperation for the environment?
--Tragedy of the Commons
--Lessons to take away from the game

Week 15:
Mon Dec 5  Final Discussion: Asking and answering the big questions:

--What will the future of Asia look like?
--Is an “Asian Community” likely?
--Is the EU a model for Asia?
--What are the biggest problems and security threats in Asia?
--How can Asian countries overcome the “history problem”?  
--What is the road to reconciliation in Asia?

Wed Dec 7  Class wrap-up

--Final exam review

Finals Week:  Final Exam

Dec 12-13  --Take-home, open-book exam to be submitted on Canvas.
  --Posted on Canvas 3:00 PM on Mon, Dec 12.
  --Due 24 hours later at 3:00 PM on Tue, Dec 13.

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

Bibliography


Complete one Activity Sheet for each activity you developed that incorporates sustainability into your course.

**Activity Name:** Cooperation and the Tragedy of Commons in International Environmental Politics: An International Relations Simulation

**Instructor Name:** Eun Bin Chung

State the activity learning goal(s).

Students will play an international relations game in the second half of the semester. Through interactions of trade, negotiation, and at times, war, students will have opportunities to live the tragedy of commons dilemma in situations that require cooperation for the environment, a global common good.

Summarize activity.

I plan to run an international relations simulation focusing on the tragedy of commons problem in international environmental politics. Students will represent imaginary countries, in which I give students maximum autonomy deciding on country attributes such as government types and strengths, and each of their positions in government (President, UN Ambassador). At the beginning of the simulation I will write and distribute a “state-of-the-world” scenario, the starting point of the simulation, which includes a number of crises that require global governance such as “melting Ice Mountains” and “terrorist organizations.” Once a week in class official UN Meetings will be held, where UN Ambassadors communicate through official channels of diplomacy.
At what point in your course is this activity delivered?

Second half of semester, after the mid-term exam.

Provide teaching tips to help other instructors implement your activity in their courses.

There are several online platforms that can help students perform in international relations simulations. One I have been studying is called “statecraft.”

Describe your assessment strategy and instruments for student learning and attitudes. Attach grading rubric and/or assessment instruments.

The online platform I plan to use to implement this simulation has a default grading rubric, which assigns grades by country-groups students are in. I hope to adjust this so that a larger portion of points is given to countries that are able to cooperate to solve the melting ice mountains problem.