

**City University of Hong Kong
Course Syllabus**

**offered by Department of Asian and International Studies
with effect from Semester A 2017/18**

Part I Course Overview

| | |
|--|--|
| Course Title: | East Asia and the US: Conflict and Interdependence |
| Course Code: | AIS5034 |
| Course Duration: | One semester |
| Credit Units: | 3 |
| Level: | P5 |
| Medium of Instruction: | English |
| Medium of Assessment: | English |
| Prerequisites: <i>(Course Code and Title)</i> | Nil |
| Precursors: <i>(Course Code and Title)</i> | Nil |
| Equivalent Courses: <i>(Course Code and Title)</i> | Nil |
| Exclusive Courses: <i>(Course Code and Title)</i> | Nil |

Part II Course Details

1. Abstract

This course surveys the post-war relationship between East Asia and the US with a particular focus on economic issues. Students will assess the nature, depth and direction of economic flows. Global supply chains and international trade connect Asia to the US while these two parts of the global economy are also more bound together financially than ever before. What is the balance of conflict and interdependence in this economic relationship? The course will also examine two other features of the US-Asia relationship: socio-cultural ties, such as immigration and popular culture and evolving security alliances and fractures.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|---|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Identify the concepts of conflict and interdependence | | √ | √ | √ |
| 2. | Apply these concepts to the relationship between Asia and the US | | √ | √ | √ |
| 3. | Critically evaluate historical and contemporary patterns of economic interactions between Asia and the US | | √ | √ | √ |
| 4. | Explain the changing features of the US-Asia relationship on popular culture and security | | √ | √ | √ |
| | | 100% | | | |

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | Hours/week (if applicable) |
|-----|--|----------|---|---|---|----------------------------|
| | | 1 | 2 | 3 | 4 | |
| | Lectures and readings | √ | √ | √ | √ | |
| | Student-led discussions | √ | √ | √ | √ | |
| | Instructor-led field trips | | | √ | √ | |
| | Documentaries | √ | √ | √ | √ | |
| | Mini-case studies: students will work together to develop research, collaborative and creative thinking skills | √ | √ | √ | √ | |
| | Course blog | √ | √ | √ | √ | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | Weighting | Remarks |
|--|----------|---|---|---|-----------|---------|
| | 1 | 2 | 3 | 4 | | |
| Continuous Assessment: <u>100</u> % | | | | | | |
| Blog postings | √ | √ | √ | √ | 20 | |
| Participation and attendance | √ | √ | √ | √ | 15 | |
| Research Paper | √ | √ | √ | √ | 40 | |
| Discover and Innovate group work | √ | √ | √ | √ | 25 | |
| Examination: <u>Nil</u> % (duration: N/A, if applicable) | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|-------------------------------------|--|---|---|---|--|--|
| 1. Blog postings | Quality of writing (grammar, structure and coherence). Demonstration of research and prudent use of research materials in relation to argument | Excellent organisation and quality of material. Excellent demonstration of research and prudent use of research materials | Good organisation and quality of material and Good quality of writing. Good demonstration of research and prudent use of research materials | Adequate quality of writing. Adequate demonstration of research and prudent use of research materials | Marginal quality of writing. Marginal demonstration of research and prudent use of research materials | Poor quality of writing. Poor demonstration of research and prudent use of research materials |
| 2. Participation and attendance | Active and informed participation in class/class etiquette | Excellent demonstration of active and informed participation in class/ excellent class etiquette | Good demonstration of active and informed participation in class/excellent class etiquette | Adequate demonstration of active and informed participation in class/excellent class etiquette | Marginal demonstration of active and informed participation in class/excellent class etiquette | Poor demonstration of active and informed participation in class/excellent class etiquette |
| 3. Research Paper | Quality of writing (grammar, structure and coherence). Demonstration of research and prudent use of research materials in relation to argument | Excellent organisation and quality of material. Excellent demonstration of research and prudent use of research materials | Good organisation and quality of material and Good quality of writing. Good demonstration of research and prudent use of research materials | Adequate quality of writing. Adequate demonstration of research and prudent use of research materials | Marginal quality of writing. Marginal demonstration of research and prudent use of research materials | Poor quality of writing. Poor demonstration of research and prudent use of research materials |
| 4. Discover and Innovate group work | (1) application of relevant examples and materials; (2) evidence of critical thinking and creativity; (3) cooperation as a | Excellent knowledge of culture theories and key concepts on popular cultural studies; Strong evidence of | Good knowledge of culture theories and key concepts on popular cultural studies; Some evidence of critical thinking | Adequate knowledge of culture theories and key concepts on popular cultural studies; Adequate evidence of | Limited knowledge of culture theories and key concepts on popular cultural studies; Little evidence of critical thinking and | Inadequate knowledge of culture theories and key concepts on popular cultural studies; No evidence of critical thinking and creativity; No |

| | | | | | | |
|--|---|--|--|--|---|---|
| | team; (4) persuasive presentation skills; (5) overall structure | critical thinking and creativity; Excellent team spirit and presentation skills; Excellent structure | and creativity; Good team spirit and presentation skills; Good structure | critical thinking and creativity; Adequate team cooperation and fair presentation skills; Fair structure | creativity; Limited evidence of team cooperation and Marginal presentation skills; Poor structure | evidence of team cooperation and poor presentation skills; Poor structure |
|--|---|--|--|--|---|---|

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

American-born Asians, consumption, debt and credit, defining conflict and interdependence, demography and social chance, entertainment and travel, global climate change, global commodity chains, security faultiness, soft power, sovereign wealth funds, technology, trade deficits

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Recommended Reading:

Text(s):

Acharya, Amitav and Buzan, Barry (eds) (2009) *Non-Western International Relations Theory: Perspectives on and Beyond Asia*, London: Routledge.

Bergsten, C. Fred (2005) *The United States and the World Economy: Foreign Economic Policy for the Next Decade*, Washington: Institute for International Economics.

Bowles, Paul (2002) "Asia's Post-Crisis Regionalism: Bringing the State Back In, Keeping the (United) States Out" *Review of International Political Economy*, Vol. 9, No. 2, pp. 230-256.

Dent, Christopher M. (2006) *New Free Trade Agreements in the Asia-Pacific*, Houndmills: Palgrave.

Friedman, Thomas (2009) *The World is Flat*, New York: Farrar, Straus & Giroux.

Friedman, Thomas (2009) "Paging Uncle Sam" *New York Times*, February 25.

Gardels, Nathan (2007) "America No Longer Owns Globalization" *International Herald Tribune*, January 24.

Holland, Tom (2009) "You Can't Have Decoupling in an Age of Globalization" *South China Morning Post*, June 26.

Ikenberry, G. John and Mastanduno, Michael (eds) (2003) *International Relations Theory and the Asia-Pacific*, New York: Columbia University Press.

Kaplan, Robert D. (2005) "How We Would Fight China" *The Atlantic Monthly*, June, pp. 49-64.

Krauss, Ellis S and Pempel, TJ (eds) (2004) *Beyond Bilateralism: US-Japan Relations in the New Asia-Pacific*, Stanford: Stanford University Press.

McKenna, Barrie (2006) "Made in America, Toyota Style" *The Globe and Mail*, June 10.

Overholt, William H. (2008) *Asia, America and the Transformation of Geopolitics*, Cambridge: Cambridge University Press.

Pei, Minxin (2009) "Think Again: Asia's Rise" *Foreign Policy*, July/August.

Pempel, TJ (ed) (2005) *Remapping East Asia: The Construction of a Region*, Ithaca: Cornell University Press.

Roach, Stephen (2009) *The Next Asia: Opportunities and Challenges for a New Globalization*, New York: Wiley.

Slaughter, Anne-Marie (2009) "America's Edge: Power in the Networked Century," *Foreign Affairs*, January/February.

Wade, Robert (2001) "The US Role in the Long Asian Crisis of 1990-2000" in Lukanskas, Arvind John and Rivera-Batiz, Francisco G. (eds) *The Political Economy of the East Asian Crisis and its Aftermath: Tigers in Distress*, Cheltenham: Edward Elgar.

Zakaria, Fareed (2009) *The Post-American World*, New York: WW Norton.

"An iPod has Global Value" (2007) *The New York Times*, June 28.

"Is China Growing at the United States' Expense" Council on Foreign Relations, 2006.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Nil