## Unit Outline
### INTR5002 Asia Pacific Studies
#### Semester 2, 2016

<table>
<thead>
<tr>
<th>Unit study package code:</th>
<th>INTR5002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of study:</td>
<td>Internal</td>
</tr>
<tr>
<td>Tuition pattern summary:</td>
<td>Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section. Seminar: 1 x 2 Hours Weekly</td>
</tr>
<tr>
<td></td>
<td>This unit does not have a fieldwork component.</td>
</tr>
<tr>
<td>Credit Value:</td>
<td>25.0</td>
</tr>
<tr>
<td>Pre-requisite units:</td>
<td>Nil</td>
</tr>
<tr>
<td>Co-requisite units:</td>
<td>Nil</td>
</tr>
<tr>
<td>Anti-requisite units:</td>
<td>Nil</td>
</tr>
<tr>
<td>Result type:</td>
<td>Grade/Mark</td>
</tr>
<tr>
<td>Approved incidental fees:</td>
<td>Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.</td>
</tr>
</tbody>
</table>

### Unit coordinator:
- **Title:** Dr
- **Name:** Ben Rich
- **Phone:** 0892664612
- **Email:** Ben.Rich@curtin.edu.au
- **Location:** Building: 209 - Room: 308

### Teaching Staff:

### Administrative contact:
- **Name:** Julie Kivuyo
- **Phone:** 08 9266 1128
- **Email:** hum-mccateachingsupport@curtin.edu.au
- **Location:** Building: 208 - Room: 428

### Learning Management System:
- **Blackboard** (lms.curtin.edu.au)

### Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.
Syllabus

This unit introduces and analyzes the international relations of the Asia-Pacific region. It examines the determinants of conflict and cooperation in the Cold War and post-Cold War periods amongst three of the world’s largest economies - the United States, China and Japan - as well as the intense competition and conflict between the superpowers - the United States and the Soviet Union. Competing explanations for key security issues in the Asia Pacific region are also assessed.

Introduction

This unit is an introduction to the major issues in the international relations in the Asia Pacific. The aim is to provide a foundation for students to understand international politics in the region, with special emphasis on the dynamics of the great power relations and interests in the post-Cold War.

This unit will have 6 topics, the first one of which is the introduction to post-Cold War international relations in the Asia Pacific.

In the second and third topics, this unit will focus on the major issues facing important players in the region, namely the domestic governance and population issues.

After understanding these major issues, the fourth to sixth topics will use this understanding to help comprehend three important international relations issues in the region: military and security issues, free trade and economic development, and regionalism.

The structure of this unit will allow students to understand contemporary issues in from the perspectives of the major actors involved.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify and explain the major issues and problems in the Asia Pacific Region</td>
<td></td>
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<tr>
<td>2 Apply international relations theory to changes in regional security in the Asian-Pacific Region</td>
<td></td>
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<tr>
<td>3 Evaluate the opportunities and resources that determine the nature and scope of regional stability and integration</td>
<td></td>
</tr>
<tr>
<td>4 Synthesise knowledge of regional security to predict the prospect of a new Asia-Pacific order</td>
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</table>
Learning Activities

There will be six topics covered in this unit. Each topic will start with a contextual lecture session and followed by a student-led discussion in the following week.

The first three lectures will aim to introduce students to the great powers involved in the Asia-Pacific region, while the latter three will discuss significant themes and challenges to the current regional environment.

In class discussion will be based around group work. The class will be divided into three syndicated groups, each tasked with building a short presentation response to one of the discussion topics of the week, which will be allocated the week prior to the class. After the presentation, the class will then enter a general discussion relating to that particular topic. All students are required to bring with them any material (facts and figures, news articles, journal articles, a link to an online video, etc.) relevant for responding to discussion points for each topic. Students are expected to bring these materials in a USB stick (preferably in a form of Microsoft Power Point slides) to be uploaded to the in-class computer before the discussion starts. During the discussion, each student can bring up the materials they have prepared to the screen to further support their responses to the discussion points.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Discussion</th>
</tr>
</thead>
</table>
| **Cold War legacies and post-Cold War changes in the Asia Pacific** | a. What did international relations in the Asia Pacific look like during Cold War?  
b. How did the end of Cold War change international relations in the Asia Pacific?  
c. How would you describe the present international relations in the Asia Pacific? |
| **Domestic governance in the Asia Pacific** | a. Elaborate on the various political regimes present in the Asia Pacific  
b. Has the difference in political regimes of each country proven to hinder serious cooperation in the region?  
c. Is democracy an important issue in the regional discourse? |
| **Population issues in the Asia Pacific**   | a. What are the current issues which are most significantly affecting population in the Asia Pacific?  
b. Will the population factor in the Asia Pacific be a positive or negative influence in the future economic development in the region?  
c. Has sustainability become an important issue in various regional forums in the Asia Pacific? |
| **Military and security issues in the Asia Pacific** | a. How would you describe the current balance of power in the Asia Pacific?  
b. What is the current situation in nuclear weapon ownership in the Asia Pacific and what effects has this had on regional stability?  
c. What roles are to be played by major powers in the region to
Learning Resources

Other resources

Please be advised that the reading list below is only basic for your understanding of the topics. You are required to look for other relevant materials to enrich your understanding of the topics. An in-depth further reading list for this subject is available in the digital library collections by searching for the unit code “INTR5002”. Your effort in looking for more materials will be obvious from your participation in discussions and in your assignments.

Topic 1


Topic 2


Topic 3


Topic 4

### Assessment

#### Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| 1 Policy Analysis Paper | 30 percent | Week: 9  
Day: Friday  
Time: 11:59pm | 2,3,4               |
| 2 Policy Analysis Paper | 40 percent | Week: 14  
Day: Friday  
Time: 11:59pm | 2,3,4               |
| 3 Reflective Journal  | 30 percent | Week: 5  
Day: Friday  
Time: 11:59pm | 1,2,4              |

#### Detailed information on assessment tasks

1. This assignment asks students with composing a paper intended to recommend a certain policy to a targeted institution. For this assessment, you are to take the role of an analyst for Australia's diplomatic corps, the Department of Foreign Affairs and Trade (DFAT). Your policy paper should be no more than 2,500 words and address the following issue:

   **Some argue that, despite the end of the Cold War, the continued presence of US forces in Asia will remain the cornerstone of Asia-Pacific security. Most regional leaders also encourage and assist the US to maintain its commitment to the region. Others point out the losing relevance of US forces in post-Cold War Asia and consider multilateral military arrangements to be a benchmark for stability in the Asia Pacific. Should the US withdraw all troops from East Asia and what would the potential political, economic and security ramifications of this move be?**

There are various formats to write a policy paper. The format required in this unit is as follows.

#### Report Components

- **Abstract** - A one page succinct summary of all parts of the paper
- **Problem** - Definition of problem to be addressed by policy
- **Policy Goal(s)** - Targets and purpose of policies as they relate to the central topic
- **Policy Options** - Range of policies available to address problem and reach the identified goal
- **Considerations - Assessment and comparison of policies**
- **Selected Policy** - Policy(ies) that the author recommends as the most effective way to respond to the issue
- **Phases of policies** - The particular order chosen policies should be implemented in and rational for this
decision

- Resources needed - The types of resources required and why (e.g. military forces, soft-power centric diplomacy, NGO mobilization etc)
- Evaluation mechanism - Mechanisms to determine the successful implementation of recommended policies
- Conclusion - One-paragraph summary of the problem, policy goals, and policy recommendations.

Please submit this and all other assessments via the unit’s TurnItIn system on Blackboard

2. The format and marking allocation for this policy paper is the same as Policy Paper One, although in this instance you are providing analysis for the US State Department. In this exercise you should respond to the following topic:

*China has emerged as a key political and economic power in the Asia Pacific and the trajectory of its rise is a matter of serious debate. Some scholars and analysts are concerned about China’s growing military power and the potential for it to engage in brinkmanship and other activities that will foment instability in the pursuit of regional hegemony. Others argue that China’s ultimate interests are limited to economic development, and it therefore will accept interstate rules and norms in order to maximise benefits from the international trade and monetary regimes and systems. Does the rising power of China pose a threat? Discuss the appropriate policy responses to the rise of China by considering the current responses from various actors in the Asian Pacific to Chinese power. You may also draw on previous examples of emerging powers to discuss historical parallels with the current environment.*

The total mark for this assignment is 40% with 30% coming from your policy paper and another 10% coming from your participation in the discussion sessions (for internal students) or discussion board on BlackBoard (for online students).

3. You are required to keep notes in order to create a reflective journal over the course of the Unit. Minimally, these notes should include notes made during and after the lecture, within discussion, and on the readings for that week. In addition to these three elements, you should also add other sources of information that you think are relevant to that week’s topic. We do not want this to be an excessively onerous or time-consuming task. It is simply meant as a way of helping you learn the arts of note-taking and condensation — and to make sure that you are keeping up with the topics covered. The creation of a reflective journal is also useful in two other respects. Firstly, it will provide you with notes to which you can refer later – and which will make it easier to formulate your end-of-semester project. Second, it will also help to focus your mind on what you are looking for when you read an article or an extract from a book, or watch a TV documentary.

You are required to provide a journal submission for 4 weeks (*the deadline for submission is Sunday on Teaching Week 5*), each week containing no more than 500 words.

When building up your Reflective Journal week by week, remember the following points:

- Summarise what you consider to be the overall theme and argument of the reading. In addition, draw attention to details of special interest and importance.
- Be clear about how the author’s discussion and argument are put together. What (and whose) competing views, if any, are presented? How is the evidence used?
- Make a note of the main ideas covered in the weekly lecture and discussion, and (especially!) of your own ideas arising from the lecture and discussion.
- Your journal is also a good place to record concepts that you do not yet fully understand, or names with which you are unfamiliar. You can later follow these up yourself, or ask your lecturer during class.

**Marking Rubric – Reflective journal criteria:**

**Summary**

1. Does the journal present a concise summary of the lecture and discussion?
2. Does the journal present a concise summary of the reading materials?
3. Does the journal show a good understanding of the reading materials?

**Personal reflectiveness**

1. Does the journal showcase students’ ability to understand the issues in the unit in a reflective way?
2. Does the journal show students’ discussion of their personal experience or understanding of the issue?

**Expression/Style**

1. Is the points in the journal expressed and elaborated in a clear fashion?
2. The use of adequate and appropriate English style, tone, grammar and punctuation.
Points of thoughts in the journal are accepted as long as they are written in a clear way.

Pass requirements
You will pass the unit as long as you submit all assessments, and obtain a Final Mark of 50% or more for the unit. You may fail any individual assessment; however, as long as your Final Mark is 50% or more, you will still pass the unit. If you do not submit all assessments, you will fail the unit even if your Final Mark from completed assessments is 50% or more.

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a
disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

**Referencing style**

The referencing style for this unit is Chicago. More information can be found on this style from the Library web site: [http://libguides.library.curtin.edu.au/referencing](http://libguides.library.curtin.edu.au/referencing).

**Copyright**

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

**Academic Integrity (including plagiarism and cheating)**

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: [https://academicintegrity.curtin.edu.au/students/AIP.cfm](https://academicintegrity.curtin.edu.au/students/AIP.cfm)

Refer to the Academic Integrity tab in Blackboard or [academicintegrity.curtin.edu.au](http://academicintegrity.curtin.edu.au) for more information, including student guidelines for avoiding plagiarism.

**Information and Communications Technology (ICT) Expectations**

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: [oasisapps.curtin.edu.au/help/general/support.cfm](http://oasisapps.curtin.edu.au/help/general/support.cfm)

For specific assistance with any of the items listed below, please contact The Learning Centre: [life.curtin.edu.au/learning-support/learning_centre.htm](http://life.curtin.edu.au/learning-support/learning_centre.htm)

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

Alteration of some lectures to focus purely on great power politics in the region
## Program calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/Seminar</th>
<th>Assessment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1 August</td>
<td>Lecture: China – revisionist or status-quo power?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>8 August</td>
<td>Topic 1 discussion</td>
<td></td>
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<tr>
<td>3.</td>
<td>15 August</td>
<td>Lecture: USA in the Asia Pacific</td>
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<tr>
<td>4.</td>
<td>22 August</td>
<td>Topic 2 discussion</td>
<td></td>
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<tr>
<td>5.</td>
<td>29 August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>5 September</td>
<td>Lecture: Japan – a ‘normalising’ power?</td>
<td>Reflective journal due</td>
</tr>
<tr>
<td>7.</td>
<td>12 September</td>
<td>Topic 3 discussion</td>
<td></td>
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<tr>
<td>8.</td>
<td>19 September</td>
<td>Lecture: Military and security concerns in the Asia Pacific</td>
<td></td>
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<tr>
<td>9.</td>
<td>26 September</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>3 October</td>
<td>Topic 4 discussion</td>
<td></td>
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<tr>
<td>11.</td>
<td>10 October</td>
<td>Lecture: Economic institutions, integration and free trade in the Asia Pacific</td>
<td>Policy paper 1 due</td>
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<tr>
<td>12.</td>
<td>17 October</td>
<td>Topic 5 discussion</td>
<td></td>
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<tr>
<td>13.</td>
<td>24 October</td>
<td>Lecture: Regionalism and nationalism in the Asia Pacific</td>
<td></td>
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<tr>
<td>14.</td>
<td>31 October</td>
<td>Topic 6 discussion</td>
<td>Policy paper 2 due</td>
</tr>
</tbody>
</table>