HIS 370: Asia and the Modern World (3 hours)

This course is a study of major national and international developments within East Asia, to include current key issues involving China, Japan, and the two Koreas. This course focuses on issues in East Asia that are important to the national security of the United States, particularly military, political,
and economic issues. The course will also provide a close examination of U.S. relations with East Asian nations.

### Course Scope

Asia is one of the most diverse regions in the international system with vast differences in political and economic systems, military capabilities and aspirations, ethnicity, religions, and languages. HIST 370 will examine in detail the similarities and differences that characterize East Asia. Specific attention will focus on the effects of colonialism, nationalism and movements to achieve independence, the development and evolution of the respective political and economic systems in the region, cultural and ideological influences, and the changes associated with the Cold War and the passage to the post Cold War era. After this survey, HIST 370 will examine in more detail the most important issues currently involving China, Japan, the Korean peninsula, Russia, Southeast Asia, South Asia, and Central Asia. Finally, the importance of the United States to the region and the region to the United States will be addressed. For the U.S., no region is arguably more critical to its national security interests than East Asia. Events after the 2001 terrorist attacks in New York and Washington only reinforce the importance that American relations with countries in East Asia continue to have on U.S. political and economic viability. China, Taiwan, North Korea and South Asia (especially Pakistan) continue to be major challenges to American diplomacy and military preparedness, but changes are taking place in all of these relationships that will require utmost attention of the current and future American administrations.

The primary goal of this academic experience is that each of you is to reflect on specifically what Asia contributes to the modern world, how it affects the current US military policy and strategy, and its impact on individuals.

The term papers and class participation are designed to give you research, analysis, discussion, and writing experiences while learning more about this topic. After experiencing these yourself, you can better understand the potential threat and U.S. policy.

It is hoped that the assignments will be both challenging and intellectually fun.

### Course Objectives

APUS policy requires that undergraduate courses provide a transition from the basic, recall of facts and information (“knowledge” and “comprehension” categories from Taxonomy of Educational Objectives, by Bloom) to the higher orders of cognitive performance. Course learning objectives are established accordingly and instructional techniques are used to achieve them. For additional background, go to: University Learning Outcomes Assessment
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

CO-1 Evaluate the fundamental political, economic, and security similarities and differences that characterize East Asian nation states and the causative factors contributing to these similarities and differences.

CO-2 Analyze the positive and negative influences that colonialism had on the political and economic systems that developed in East Asia and evaluate how nationalism became such a potent force in many of these countries contributing directly to independence.

CO-3 Differentiate among the political and economic systems that developed in East Asia as the post colonial period has progressed. Predict how these political and economic systems are likely to change or stay the same in the 21st century.

CO-4 Assess how the end of the Cold War has affected the countries of East Asia politically, economically, and militarily. Draw conclusions as to how these countries will continue to react to changes in the international political and economic systems.

CO-5 Explain how the terrorist attacks in New York and Washington as well as those in East Asia have influenced political, economic, and military relations in the region. Analyze specifically the increasing importance of Islam as a factor affecting these relations.

CO-6 Compare and contrast the power and influence exercised by China, Japan, the Koreas, India, the Southeast Asian countries, South Asia, and Central Asia in East Asia and beyond.

CO-7 Evaluate the significance of the United States to East Asia and East Asia to the United States in political, economic and military terms.

Course Delivery Method

This course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Materials

All students taking history classes should have a mastery of online research methods; these include researching appropriate primary resources through the Web, and understanding the historiographical literature for this course so that they can do required assignments involving research. You are encouraged to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through The Online Library.
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.
- Explore existing literature and digital archives in support of research interests.

Historical skills in a possible developmental history curriculum: The example of primary sources involves:

<table>
<thead>
<tr>
<th>Analytical Skills</th>
<th>General Skills</th>
<th>300 Level</th>
<th>400 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing with evidence:</td>
<td>Discriminate between a primary and a secondary source and their uses in research. Learn how to analyze / question a primary source: Who wrote it, when, why, its audience, its historical context, inferences that can be drawn from it, etc. In other words, students will comprehend how to extract information from artifacts and relate it to broader course themes. Recognize the place, time, and human agency behind the production of a primary source. Interpret human agency in the context of how an artifact from the past was produced and of the times in which it was produced.</td>
<td>Evaluate the trustworthiness of sources. Compare and contrast diverse and potentially conflicting primary sources for a single historical problem.</td>
<td>Develop relationships among multiple sources and synthesize the major connecting issues among them.</td>
</tr>
<tr>
<td>Primary sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bottlenecks and difficulties for students in acquiring those skills</td>
<td>Recognizing the variety of primary sources and interpreting them. Re-creating historical context and connecting it to a document. Beginning to empathize with people from another place and time. Re-creating historical context and connecting it to a document. Identifying and empathizing with people from another place and time.</td>
<td>Dealing with ambiguity and contradiction in historical sources.</td>
<td>Recognizing major points in primary and secondary sources. Producing some sense through connecting multiple sources.</td>
</tr>
</tbody>
</table>
This table shows primary-source analysis skills that history instructors can teach their undergraduate students and the difficulties that students encounter when learning them. Instructors gradually teach students more difficult skills as they progress from introductory to advanced courses. Source: Developmental curriculum created by Arlene Díaz, Joan Middendorf, David Pace, and Leah Shopkow for the Indiana University Department of History, fall 2007, based on Lorin W. Anderson and David R. Krathohl, eds., A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (New York, 2001). See: The History Learning Project

As indicated by successful completion of research and writing requirements, students should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the “Invisible College, primary resources, historical research sites, and such advanced web applications as:

- **Web 2.0**: H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.

Undergraduates taking 300 and 400 level classes must explore the research holdings of The Online Library, Department’s Study Portals History and Military Studies, and their ability to support research needs. Each student may be required to write a scholarly review of a particular research issue, with specific attention afforded to:

- **Online Scholarly Journals**: Students will identify and monitor the key refereed journals in their research area as part of their ongoing scholarly portfolio; and
- **Electronic Books/Subject Clusters**: Students will identify key texts or clusters or resources (e.g., Praeger Security International) in their research area and explore the electronic researching ability for such genre as a complement to print-based immersion.

University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct their own independent research – examples and links to relevant sites include:

- **The Valley of the Shadow: Two Communities in the American Civil War**
- **National Geographic: Remembering Pearl Harbor**
- **American Memory: Historical Collections for the National Digital Library, Library of Congress**
- **H-Net – Humanities and Social Sciences Online**
- **World History Matters**

Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.

**REQUIRED TEXTS**

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.


RECOMMENDED REFERENCES


IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation.

SOFTWARE REQUIREMENTS

- Microsoft Office 2003 or newer versions (MS Word, MS Excel, MS PowerPoint)
- Word documents created in Office 2007 have the default file extension of .docx, which is not supported by APUS and some internet browsers. To ensure the Word documents you create in Office 2007 can be opened by all, you must save them with the .doc extension using the "Save As" feature prior to submitting for grading.

- Adobe Acrobat Reader (for PDF files)
- To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):
  - Real Audio
  - Windows Media Player
  - Quick Time

Table of Contents

Evaluation Procedures

This course has 8 MODULES. Our modules run from Monday to Sunday of EACH week. So, pay attention to due dates – the syllabus is your guide to the course – so it is vital that you print a copy of this and keep it handy at all times.
GRADING: Your final grade will be based on the following course requirements using the grading rubric listed in Appendix D. The week begins on Monday and ends on Sunday. Please read and follow these procedures for the best grades.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Portion of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Term Papers</td>
<td>15% each</td>
<td>Weeks 3 and 6</td>
</tr>
<tr>
<td>1 Midterm Exam</td>
<td>20%</td>
<td>Week 4</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>20%</td>
<td>Week 8</td>
</tr>
<tr>
<td>Discussion Board Participation</td>
<td>30%</td>
<td>Each Module–by Sunday, 8 pm EST</td>
</tr>
</tbody>
</table>

TERM PAPERS – Each term paper must be at least 2,000 words (8 pages+) plus a cover page (with name, date, course, and title/question), figures, tables, maps, footnotes/endnotes, and bibliography in accordance with the Student Handbook format (e.g., Times New Roman 12 font, double spaced, 1" margins) and grammar guidelines for written materials. See instructions below under Academic Policies, Academic Services, and Appendix C. For proper citations, see www.liunet.edu/cwis/cwp/library/workshop/cittur.htm, www.lib.usm.edu/~instruct/guides/turabian.html, and/or library.concordia.ca/help/howto/turabian.pdf.

For each paper, the student must pick and answer one question from the weekly Objective Questions (one from each half of the course) as listed in this syllabus under Weekly Schedule below. For example, Paper 1 answers Week 2, Objective Question 1 and Paper 2 answers Week 7, Objective Question 2. All written assignments will be graded on correct format, grammar, spelling, and the ability to clearly and succinctly answer the question, providing evidence from the assigned readings to back up your argument. Your objective in writing these term papers is to show me how much you have understood from the assigned readings. Grading will be based on the AMU rubric (Appendix D). Points will be deducted for lateness unless prearranged with the professor prior to each deadline.

MID-TERM EXAMINATION (20%)
The course will have a mid-term examination. It will consist of two comparative IDs and one essay on the readings. The exam may be taken any time during week four, up to and including the Sunday of week four. Once you access the exam, you may take up to four hours to complete it. You may use classroom readings, web-based resources (no copying and pasting, of course), and outside readings to support your essay arguments. You will not need a proctor for the exam—just four hours of uninterrupted web access.

Many of you may be new to the idea of comparative-IDs. They are not as easy as they seem. You will be given pairs of IDs. You will have to answer 2 pairs (a total of four ids). For the first pair, you will define each term (who, what, when, where, why, how) – one paragraph per term - and in the LAST SENTENCE of each paragraph you will tell the significance of the term (what future relevance does this term have – why is it important – what sort of over-arching significance does it have? Then, in the THIRD paragraph, you will relate these two terms together – it may be a comparison/contrast, one term might lead to the other, one might be a legacy of the other; or, they may have something in common – it is up to you to define the comparative element of the two terms. It is critical that you follow directions here.

Final Examination (30%)

The course will end with a final examination. It will consist of two comparative IDs, one essay on the readings since the mid-term, and one essay covering the entire course in a comprehensive fashion. The exam may be taken any time during week eight, up to and including the final Sunday of the course. There is no time limit. You may use classroom readings, web-based resources (no copying and pasting, of course), and outside readings to support your essay arguments. You will not need a proctor for the exam—just four hours of uninterrupted web access.

Class Participation — Each student will contact the professor during the course, preferably by email. The first contact is required during the first week to establish our link. Please provide the professor with biographical and contact information to better tailor the course discussion. This information should include your name, location, contact information (including alternate email address and phone number), goals in taking this course, and relevant background (education and experience).

Discussion Board Participation (30%)

Discussion Question assignments for this course are designed to promote interactivity among students and enhance the online learning process. The questions provide maximum flexibility because you do not have to be online at the same time as another person, and you can read what other students have written. The effectiveness of the learning experience is directly related to timely answers and responses from all students. You will receive a grade based on the scores from the requirements.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Each week we will have assigned readings from the texts. Students will respond to a designated set of questions each week. Answers should be posted in the discussion board area by 11:59 p.m. Eastern Time), Saturdays of the week for that assigned reading.

On Sunday night of each week, I will ask you to collect all of your posts (you should have at least four) that you made to the board that week, put them in a Word document, and submit them to the assignment link. This will make for easier grading and I can focus on giving you detailed feedback on your posts.

Discussion posts may NOT be made up for any reason whatsoever. If you miss discussion response posts, you have the option—which must be approved of by Friday of the next module—of writing a 1,000-word paper in which you summarize the postings of your classmates and place them within the context of the period that we are studying. The paper would be due by the end of the next module. In addition, you must also post your 250-word response to the main discussion question of the week.

This participation is worth 30% of your final course grade. This may seem high to some of you unaccustomed to on-line instruction, but it is my view that in distance learning environments an emphasis on weekly contact is essential to producing quality experiences for both student & instructor.

This portion of the course will include both a 250-word (approximately) response to a question, and three 100-words each responses to other student and instructor posts.

A. Your answer.

1) Your answer should be a paragraph with a topic sentence that restates the question and supporting sentences using the terms, concepts, and theories from the required readings.
2) Each answer should be a minimum of 250 words.
3) Your answer is due Friday night of the week specified in the schedule and I will grade the answers on the following Monday. **There is a grace period for the first week.**

B. Your response to other students’ answers.

1) You must respond to at least three other students’ answers. You may challenge, support or supplement other students’ answers using the terms, concepts and theories from the required readings.
2) All responses should be a courteous paragraph that contains a topic sentence with good supporting sentences.
3) Important Response Guidance: You may respond multiple times with a continuous discussion with points and counter points. The key requirement is to express your idea and then
**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

support your position using the terms, concepts and theories from the required readings to demonstrate to me that you understand the material.

All the chapters in all the textbooks will be covered throughout this eight (8) week course. Additionally, articles and occasional web-based supplements may be assigned. You are expected to read each of the assigned chapters. Other material may be assigned for reading as determined appropriate by the Instructor. The readings will form the basis of weekly discussion questions, for weeks 1 through 8.

In addition to weekly discussion questions, I have created a "Student Lounge" in the Discussion Board area. You are free to discuss anything relevant to the course with your fellow students – please begin by posting a brief autobiography.

HINT – For the best grades, read and follow these course requirements as closely as possible. If you have any questions, ask.

---

**Course Outline**

This course has 8 MODULES. Our modules run from **Monday to Sunday of EACH week**. So, pay attention to due dates – the syllabus is your guide to the course – so it is vital that you print a copy of this and keep it handy at all times. **WARNING: the last module has a lot to do in a very little time – so plan accordingly**

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-module</td>
<td>April 4-5</td>
<td>Introductions</td>
<td>Introductions</td>
<td>First contact; introduce yourself; ask questions about the course.</td>
</tr>
<tr>
<td>1</td>
<td>April 4-10</td>
<td>Comparing Asian Countries and the Imposition of Colonialism Nationalism and Independence Movements</td>
<td>Kaup, pp. 1-112.</td>
<td>First Substantive Discussion Board Posting and at least three responses to your classmates. <strong>Important notice:</strong> If you are having difficulty meeting this first week requirement because of</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Assignment</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>April 11-17</td>
<td>Asian Pacific Governments in Transition Political Economy/Development and the Influence of Culture and Ideology</td>
<td>Kaup, pp. 113-240</td>
<td>Discussion Board Posting and at least three responses to your classmates</td>
</tr>
<tr>
<td>3</td>
<td>April 18-24</td>
<td>The Cold War and East Asian Development Contemporary Economic Issues in East Asia and Looking to the Future</td>
<td>Kaup, pp. 241-320.</td>
<td>Discussion Board Posting and at least three responses to your classmates; Paper #1 Due</td>
</tr>
<tr>
<td>4</td>
<td>April 25-May 1</td>
<td>China</td>
<td>Kaup, pp. 321-436 Tellis, Kuo and Marble, online.</td>
<td>Discussion Board Posting and at least three responses to your classmates</td>
</tr>
<tr>
<td></td>
<td>May 1</td>
<td>MID-TERM EXAM</td>
<td></td>
<td>Mid-term exam due</td>
</tr>
<tr>
<td>5</td>
<td>May 2-8</td>
<td>Japan and the Korean Peninsula</td>
<td>Tellis, Kuo and Marble, online.</td>
<td>Discussion Board Posting and at least three responses to your classmates</td>
</tr>
<tr>
<td>6</td>
<td>May 9-15</td>
<td>Southeast Asia; US and East Asia</td>
<td>Tellis, Kuo and Marble, online.</td>
<td>Discussion Board Posting and at least three responses to your classmates; Paper #2</td>
</tr>
</tbody>
</table>
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>May 16-22</td>
<td>Central and South Asia; Russia and Islam as an Asian Security Problem</td>
<td>Tellis, Kuo and Marble, online</td>
<td>Discussion Board Posting and at least responses to your classmates</td>
</tr>
<tr>
<td>8</td>
<td>May 23-29</td>
<td>Current US Issues with Asia</td>
<td>Internet</td>
<td>Discussion Board Posting and at least three responses to your classmates</td>
</tr>
<tr>
<td></td>
<td>Due May 29</td>
<td>FINAL EXAM</td>
<td>Review</td>
<td>Final Exam Due Sunday, May 29</td>
</tr>
</tbody>
</table>

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the Chicago Manual of Style. This course will require students to use the citation and reference style established by Kate Turabian in A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the Chicago Manual of Style.

The Chicago Manual of Style for book-length works and its Turabian offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design / designation.

1. Front matter—e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate—both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting—basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

STUDENT HANDBOOK
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student’s rights and responsibilities. Of course, there may be a unique question that requires additional information outside that is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See Student Handbook.

DISCLAIMER STATEMENT
Course content may vary from the outline to meet the needs of this particular group.

**Online Library Research Center & Learning Resources**

The Online Library Resource Center is available to you from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

**APUS Library Tools**

- **Book Catalog** - Link to thousands of *electronic* books
- **Databases** - Find *articles* and reports from scholarly journals, magazines, and newspapers
  - ABC Clio US at War
  - CIAO
  - EBSCO
  - Praeger Security International
  - ProQuest
- **Journal Title Search Engine**
  - *American Historical Review* from 2/01/1975 to 1 year ago in EBSCO
  - *Cold War History* from 08/01/2000 to 1 year ago in EBSCO
  - *Early Medieval Europe* from 03/01/1998 to 1 year ago in EBSCO
  - *Journal of Early Modern History* from 02/01/1999 to 1 year ago in EBSCO
  - *Journal of Medieval and Early Modern Studies* from 01/10/1997 to 1 year ago in EBSCO
  - *Journal of World History* from 04/01/1998 to present in ProQuest
- **Historical Research Methods**
  - *The Historical Approach to Research*
  - *Historical Research Methods*
  - *Reading, Writing, and Researching for History: A Guide for College Students*
  - *A Student's Guide to the Study of History*
  - *H-Diplo: diplomatic and international history* H-Net discussion group dedicated to diplomatic history and international affairs. Features archive, reviews, bibliographies, reading lists, course
**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

**Table of Contents**

---

**Selected Bibliography**

Selected Bibliography of Supplementary Resources and Web Sites for Term Paper Research:


STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.


Because there are so many events occurring at this time directly influencing relations in East Asia, I encourage you to keep as current as possible on these issues by reading newspapers such as the New York Times, Washington Post, Wall Street Journal, and Financial Times on a regular basis. Other periodicals of interest are: The Far Eastern Economic Review, The Economist, Foreign Affairs, Foreign Policy, Asian Survey, and International Security.

**Weekly Assignments**

**Week 1: Comparing Asian Countries and the Imposition of Colonialism, Nationalism and Independence Movements**

Scope: This lesson introduces the historical development of Asia and addresses how these Asian countries became independent of colonial domination.

**Objective Questions:** By the end of this week, you should be able to:

- Describe the three theories of development our author introduces and evaluate how do these theories help to understand the political, economic, and cultural diversity evident in East Asia.
- Compare and contrast the ways that China and Japan reacted to western pressure to open their societies during the 19th century in the context of the three theories of development.
- Compare and contrast how and why the colonial experiences of the Philippines, Laos, Indonesia, Malaysia, and Taiwan.
- Describe and assess the most important problems associated with state building that several East Asian countries confronted after gaining their independence.
- Describe and evaluate how the Japanese occupation prior to World War II and then the war itself affected independence movements in the region.
• Describe the factors that contributed to Thailand not being colonized in the 19th and 20th centuries

Required Readings: Read Kaup, pp. 1-112.

Turn-ins:
• Student must email First Contact information to the professor to establish two-way communications and submit a brief biography and alternative contact information. See Course Requirements, Class Participation above for details.
• Introduce yourself in the first Discussion Board posting. See Appendix B.
• Post to the Discussion Board your first substantive comments: Address the Objective Questions and current issues. Do more than simply summarizing your reading; show that you are thinking about what you have read not just absorbing it. See Appendix B.
• Respond to five of your classmates’ postings. Each of these responses should be at least 200 words and must advance the discussion forward. “I like your post” or “Good job” parts of postings will not count toward the minimum word requirement. You may, of course, post additional posts that do not meet the minimum requirement.

Week 2: Asian Pacific Governments in Transition; Political/Economy Development and the Influence of Culture and Ideology

Scope: This lesson addresses how Asian governments developed and evolved and how politics, economy, culture, and ideology influenced Asia.

Objective Questions: By the end of this week, you should be able to:
• Assess the possibilities in the long-term for countries such as China and Vietnam to pursue economic liberalization while still maintaining tight one party political control.
• Describe in what ways the militaries of South Korea and Thailand became involved in the political process of their respective countries. Assess similar possibilities of the Burmese military to follow the Korean and Thai examples and withdraw from politics.
• Evaluate whether a multi-party political system will develop in Japan in the foreseeable future. Assess the most important factors influencing your decision.
• Compare and contrast the planning functions of the Japanese and Chinese economic models.
• Compare and contrast the paths that Malaysia and Singapore have followed in their economic growth and development.
• Assess the impact of Confucian principles to the development of Marxist thought in China.
• Evaluate the influence Confucian principles played in the economic growth and development of South Korea and Singapore.
• Describe how the American colonial experience affected economic growth and development in the Philippines.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Required Readings: Read Kaup, pp. 113-240.

Turn-ins:
- Post to the Discussion Board your first substantive comments: Address the Objective Questions and current issues. Do more than simply summarizing your reading; show that you are thinking about what you have read not just absorbing it. See Appendix B.
- Respond to five of your classmates' postings. Each of these responses should be at least 200 words and must advance the discussion forward. “I like your post” or “Good job” parts of postings will not count toward the minimum word requirement. You may, of course, post additional posts that do not meet the minimum requirement.

Week 3 — The Cold War and East Asian Development; Contemporary Economic Issues in East Asia and Looking to the Future

Scope: This lesson examines the development of RMA and its impact on new thinking for future warfare and the contemporary and future issues of Asia.

Objective Questions: By the end of this week, you should be able to:
- Describe the most important effects of the Cold War on the political development of the two Koreas. Assess how the end of the Cold War also influenced these political developments.
- Evaluate how various political and economic developments in the 1970s affected the bilateral relationship between China and the United States. Describe the most important issues that continue to concern the leaders of both of these countries regarding the bilateral relationship.
- Describe Japan’s “comprehensive security” policy and assess how the security relationship with the United States influenced this strategy.
- Describe and evaluate the validity of the ways the domino theory drove American policy in Indochina.
- Describe the strengths and weaknesses of Japan’s trade, investment, and aid programs in East Asia.
- Evaluate the effectiveness of multilateral organizations in East Asia such as ASEAN and APEC in addressing both political and economic problems over the past few years.
- Describe and assess the future hold for Asian multilateral initiatives to address political, economic, and security issues.
• Using the concepts of nation building and state building, describe the most important successes and failures in post colonial Asia. Assess which factors are most significant in explaining the differences between the successes and failures.
• Describe the basic issues involved in the debate between universal values and culturally distinct values. Evaluate how the economic crisis beginning in 1997 affected this debate.

Required Readings: Read Kaup, pp. 241-320

Turn-ins:
• Post to the Discussion Board your first substantive comments: Address the Objective Questions and current issues. Do more than simply summarizing your reading; show that you are thinking about what you have read not just absorbing it. See Appendix B.
• Respond to five of your classmates' postings. Each of these responses should be at least 200 words and must advance the discussion forward. “I like your post” or “Good job” parts of postings will not count toward the minimum word requirement. You may, of course, post additional posts that do not meet the minimum requirement.
• First Term Paper Due.
•

Week 4: China

Scope: This lesson examines the changing factors in China.

Objective Questions: By the end of this week, you should be able to:
• Describe what William Tow meant by his convergent security approach to East Asia regional security and evaluate how this approach related to the transition from a security environment based largely on bilateral arrangements to a regional security environment based more on multilateral arrangements.
• Based on the terrorist attacks that occurred in the United States on 11 September 2001, describe the specific challenges Ellings and Friedberg identified confronting the U.S. and other countries in East Asia.
• Describe the 1990s Chinese “New Security Concept” and assess how it addressed China’s need for regional peace and stability so that Chinese leaders can concentrate on economic growth and development.
• Describe and evaluate how Taiwan in many ways defines the bilateral relationship between China and the United States. Assess how the increasing economic ties between China and Taiwan will contribute to eventual reunification, conflict, or something in between.
• Describe the most important economic issues confronting Chinese leaders in the beginning of the 21st century and evaluate their proposed solutions and prospects for success.

Required Readings:
Read Kaup, pp. 321 to 436.

Read Tellis, Kuo and Marble, online at: http://www.nbr.org/publications/issue.aspx?id=7

- “Introduction” by Ellings and Friedberg.


Turn-ins:

- Post to the Discussion Board your first substantive comments: Address the Objective Questions and current issues. Do more than simply summarizing your reading; show that you are thinking about what you have read not just absorbing it. See Appendix B.
- Respond to five of your classmates’ postings. Each of these responses should be at least 200 words and must advance the discussion forward. “I like your post” or “Good job” parts of postings will not count toward the minimum word requirement. You may, of course, post additional posts that do not meet the minimum requirement.
- Midterm Exam Due

Week 5 — Japan and the Korean Peninsula

Scope: This lesson examines the changing factors in Japan and the changing factors in the Korean peninsula

Objective Questions: By the end of this week, you should be able to:

- Describe what Japanese political and military leaders mean by “comprehensive security” and “omni directional foreign policy” goals. Assess how the 1991 Gulf War influenced Japan and eventually lead to a major re-evaluation of the Defense Guidelines with the United States.
• Evaluate how domestic and regional factors limited Japan’s abilities to play more definitive security roles in East Asia. Assess whether these are legitimate factors or if Japan is using some to them as a “free ride” depending on the U.S. for its national security.

• Assess how the U.S.-Japan security relationship has changed since September 2001 and describe what factors do you believe will be most important in defining this security relationship over the next 20 years.

• Both the Republic of Korea (ROK) and the Democratic People’s Republic of Korea (DPRK) have been involved in extensive diplomatic initiatives during the 1990s to the present. Evaluate the successes/failures of both countries’ initiatives from the perspective of their respective national security.

• From the DPRK viewpoint, assess how the current US administration’s policies toward the Korean peninsula are perceived and DPRK attempted responses. Evaluate these DPRK responses in the context of its national security.

• Describe the most important policy agreements and disagreements between the Bush administration and first Kim Dae Jung and now Roh Moo Hyun.

• Assess how the U.S. military presence in the ROK influenced the bilateral relationship with both the ROK and DPRK.

Required Readings:

• Read Tellis, Kuo and Marble, online at http://www.nbr.org/publications/issue.aspx?id=7 South Korea: Anchored or Adrift?” by Victor D. Cha, “North Korea: The Korean Nuclear Crisis-On to the Next Level” by Nicholas Eberstadt and Joseph P. Ferguson, and “Northeast Asia: The Geopolitics of the Korean Nuclear Crisis” by Gilbert Rozman. Read both PDF files listed: “Download PDF” and “Download Executive Summary PDF.”


Turn-ins:
Week 6 — Southeast Asia

Scope: This lesson examines the changing factors in Southeast Asia and international relations between the US and East Asia.

Objective Questions: By the end of this week, you should be able to:

- Describe the most important factors in the formation of the Association of Southeast Asian Nations (ASEAN) that now includes 10 countries as members. By the same token, evaluate the factors that have limited ASEAN in its efforts to resolve many political and economic problems in Southeast Asia.
- Assess how the U.S. led war against terrorism involved the following Southeast Asian countries: Indonesia, the Philippines, Malaysia, and Singapore. Describe the prospects for regional cooperation against the very real threat of terrorism, particularly after the October 2002 bombing in Bali.
- Describe the nature of the relationship between China and the ASEAN countries in Southeast Asia. Assess the most important political, economic, and military issues involved.
- Compare and contrast the first Bush administration (1989-93) and the Clinton administration (1993-2001) concerning the emphasis each placed on bilateral and multilateral approaches to East Asian Security.
- Describe how the U.S.-ROK security relationship was more strained by the war against terrorism than most U.S. security relationships.
- Evaluate the current US administration’s efforts to gain cooperation from China in the war against terrorism. Describe the factors that enhanced as well as restricted these efforts. Describe the future prospects.

Required Readings:

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- Read Tellis, Kuo and Marble online at:
  “The War on Terrorism in Southeast Asia” by Zachary Abuza.


Turn-ins:
- Post to the Discussion Board your first substantive comments: Address the Objective Questions and current issues. Do more than simply summarizing your reading; show that you are thinking about what you have read not just absorbing it. See Appendix B.
- Respond to five of your classmates’ postings. Each of these responses should be at least 200 words and must advance the discussion forward. “I like your post” or “Good job” parts of postings will not count toward the minimum word requirement. You may, of course, post additional posts that do not meet the minimum requirement.
- Second Term Paper Due

Week 7 — Central and South Asia

Scope: This lesson examines the many cyber vulnerabilities to nations dependent on information flow and how and the extent to which the US views Russia and Islam as an Asian Security Problem

Objective Questions: By the end of this week, you should be able to:
- Describe the factors that influenced both Russia and China concerning the ten new nation states in Central Asia.
- After the terrorist attacks in the United States, describe how the Americans increased their security cooperation with the Central Asian countries. Describe the major challenges involved with these efforts from the U.S. perspective.
- Evaluate how the U.S. relations with India and Pakistan evolved since both of these countries tested nuclear weapons in 1998.
- Describe some problems the Bush administration must address in trying to mediate the dispute between India and Pakistan in Kashmir.
- Describe how Russian national security strategy in East Asia and Central Asia changed as a result of its participation in the war against terrorism.
• Describe the most important economic issues confronting Russian leaders in East Asia. Assess the policies President Putin and his advisers are developing to address these issues.

• Describe how the Soviet invasion and occupation of Afghanistan from 1979-1989 influence the development of radical Islam in Southeast Asia to this day. Describe the effects of globalization on the area.

Required Readings:

• Read Tellis, Kuo and Marble, online at:
  http://www.nbr.org/publications/strategic_asia/pdf/sa03_13ce-asia.pdf :“Central Asia: Defying "Great Game" Expectations” by Kathleen A. Collins and William C. Wohlforth. Read both PDF files listed: “Download PDF” and “Download Executive Summary PDF.”


• Scan www.heritage.org/Research/AsiaandthePacific/Test031799.cfm ,

Turn-ins:

• Post to the Discussion Board your first substantive comments: Address the Objective Questions and current issues. Do more than simply summarizing your reading; show that you are thinking about what you have read not just absorbing it. See Appendix B.

• Respond to five of your classmates’ postings. Each of these responses should be at least 200 words and must advance the discussion forward. “I like your post” or “Good job” parts of postings will not count toward the minimum word requirement. You may, of course, post additional posts that do not meet the minimum requirement.

Week 8 — Current US Issues with Asia

Scope: This lesson examines current US policies and security issues with Asia.
Objective Questions: By the end of this week, you should be able to:

- Describe and assess US national security policy on terrorism in Asia.
- Discuss the impact of the wars on Iraq and Afghanistan on US relations in Asia.
- List and evaluate the major issues between the US and Asia (e.g., Nuclear, Terrorism, Humanitarianism, etc.).

Required Readings:

- Read Tellis, Kuo and Marble, online at:
  [www.lib.berkeley.edu/SSEAL/SouthAsia/afghan_US.html](http://www.lib.berkeley.edu/SSEAL/SouthAsia/afghan_US.html); “Nuclear Issues in India and Pakistan: Selected Internet Resources,”

Turn-ins:

- Post to the Discussion Board your first substantive comments: Address the Objective Questions and current issues. Do more than simply summarizing your reading; show that you are thinking about what you have read not just absorbing it. See Appendix B.
- Respond to five of your classmates' postings. Each of these responses should be at least 200 words and must advance the discussion forward. “I like your post” or “Good job” parts of postings will not count toward the minimum word requirement. You may, of course, post additional posts that do not meet the minimum requirement.
- Final Exam Due