POLS5127

China and Asia-Pacific Security

Term Two // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Alexander Korolev	a.korolev@unsw.edu.au	Thursday 14:00-16:00	Morven Brown 114	+61 2 9385 1384

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: soss@unsw.edu.au

phone: 02 9385 1807

Course Details

Credit Points 6

Summary of the Course

For those interested in the future of regional security in the Asia-Pacific and international relations, cultivating an understanding of China and its foreign policy is imperative. This course offers you the opportunity to study China as a global power in the making. Focusing on China's evolving engagement with the post-Cold War regional order, you will explore how China's 'rise' as a great power over the past three decades has profoundly impacted both regional and global security. You will be provided with the analytical and theoretical tools to critically examine Chinese foreign policy, and gain insight into policy debates on whether China is fundamentally a status quo or revisionist power.

Course Learning Outcomes

1. Analyze the Chinese foreign policy-making process and, in particular, the historical and philosophical foundations of China's regional engagement strategy.
2. Examine the key opportunities and challenges China faces in its domestic political transformation and 'rise' as a global and regional power.
3. Critically apply International Relations theory to explain China's external behaviour and the implications of its growing power for regional security in the Asia-Pacific.

Teaching Strategies

This course consists of a two-hour seminar each week.

As this is a seminar course, students will be exposed to a learning process that requires participation in a variety of intellectual activities, including discussing assigned readings, group presentations, and in-class debate. A short lecture will be delivered in the first hour to provide students with the necessary grounding in the topic to be examined. The second hour will then involve class facilitation by students and group discussion.

The course assumes *some* prior knowledge of International Relations theory and Chinese foreign policy. The course will, however, be sequenced and delivered so as to introduce students to foundational concepts, then to extend students' knowledge through advanced debates and empirical material.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Class Facilitation	25%	Not Applicable	1,2
Short Essay	25%	06/07/2020 05:00 PM	2,3
Final Essay	50%	14/08/2020 05:00 PM	1,2,3

Assessment Details

Assessment 1: Class Facilitation

Start date: Not Applicable

Details:

15-20 min class facilitation based on assigned readings in groups of 3 or 4 students.

All students will receive the same mark. You will recieve written feedback within 10 working days of your facilitation.

Additional details:

You are required to serve as "chief discussants" of the readings in the seminar at least once during the course. Depending on the size of the class, each week three or four students will work as a team and lead off the discussion. The presenters must make a 15-20 min presentation of the week's readings and facilitate discussion. **Rather than simply summarizing the readings under question (presumably all will have read it), the discussion facilitators should critically engage with the material and tease out specific questions or problems that appear worthy of attention**. All students in a group delegated with the responsibility to lead the discussion will receive the same mark.

Formative group peer review exercise:
Performance of every group of class facilitators (or individual class facilitators, depending on the size of the class) is assessed by the audience consisting of the rest of the class using assessment sheets available on Moodle course page. Every week, the audience is required to assess each group's performance based on the criteria below. Rather than simply answering "yes" or "no" the assessors are required to briefly explain and substantiate their responses by making references to the presentation (no more than 50 words on each question below). All the responses are to be emailed to the instructor/lecturer who collates them into a consolidated anonymous formative feedback that is returned to the presenter(s) within 10 working days.

NOTE: I **will not** mark AT 1 **until** I have received the peer-review assessment sheets from all the students in the class. You are responsible to each other to complete and send the assessment sheets on time.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Short Essay

Start date: Not Applicable

Details:

1500 word essay based on course readings.

You will recieve written feedback within 10 working days.

Additional details:

You are required to prepare a short essay – a "reaction piece" – of 1500 words, which should present your response to, and critique of, the major arguments from a week's readings. You can select the week of your interest to reflect on, but your selection should be different from the week of your class facilitation (Assignment 1). This essay is due on July 1. You will receive written feedback within 10 working days.

Formative peer review exercise
In this assessment, you will have the opportunity to provide and receive formative peer-review feedback on the draft response to AT2 prior to the final date of submission. You will be assigned a peer review partner from the class with whom you will exchange draft responses to AT2 via email on **June 25**. You will use a designated marking rubric and a feedback sheet that explicate the criteria of assessment – both can be found in the assessments section of the course page on Moodle. Use the "comments" function in MS Word to provide feedback on your peer-review partner's draft and summarize your overall review on the designated feedback sheet. Complete and return your review, together with the filled feedback sheet, to your peer review partner via direct email COPYING ME using the following email address a.korolev@unsw.edu.au on **June 30**. Once you have received the feedback files, read them carefully and identify the kind of revisions they suggest. During this period, you are encouraged to discuss the revision suggestions with your peer review partner to further explain and consolidate the content of the feedback. Revise accordingly and submit your final version via Turnitin by **July 6**.

NOTE: I will not start marking your final submission until you have provided both the annotated assessment draft and your feedback sheet to your feedback partner and myself. You are responsible to each other to complete and send you peer review files on time.

For the success of this peer review exercise, you are required to read the marking rubric carefully to fully familiarize yourself with the criteria of assessment against which you will be assessing your peer review partner's draft and which also be used for assessment of your own work. You are also required to read your peer review partner's draft carefully to be able to effectively apply the marking rubric and indicate any omissions or analytical inconsistency in the draft considering the marking rubric. The goal is not to criticize your peer partner but offer constructive revision suggestions that can help your peer improve their work. Also, include an explanation of how your revision suggestions could possibly be met. For example, you may consider providing additional relevant readings, identifying ambiguities or contradictions in the argument, sharing your understanding of the respective reading's core argument, etc. The emphasis is on scaffolding and helping your peer to improve their final work and meet all the requirements of AT2. Further instructions on how to provide constructive feedback will be provided

during seminars.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: Final Essay

Start date: Not Applicable

Details:

3500 word essay based on content of the course.

You will recieve written feedback within 10 working days. This is the final assessment for the course.

Additional details:

You are required to write a final essay of about 3500 words on a topic of your interest but based on or related to the content of the course. This essay is the final assessment for the course. Throughout the term, you should think about a topic of your interest and how it can be analyzed. In the essay, you should demonstrate an in-depth understanding of key theoretical concepts related to international security debate and analyze the specific issue(s) or case(s) relevant to security studies from a theoretically grounded perspective. You will receive written feedback within 10 working days. The final essay process has two steps:

- The first step is a 1-2 page essay proposal, including a few key references. The essay proposal needs to be discussed with the instructor during the office hours.
- The final essay is due on August 14. Late papers are penalized unless an application for Special Consideration has been provided and approve

Formative peer review exercise

Happens after the approval of essay topics by the instructor and follows the patter of peer review exercise for Assessment Task 1. However, different marking rubric is used. You will be assigned a peer review partner from the class with whom you will exchange draft responses to AT3 via email on **August 4**. You will use a designated marking rubric and a feedback sheet that explicate the criteria of assessment – both can be found in the assessments section of the course page on Moodle. Use the "comments" function in MS Word to provide feedback on your peer-review partner's draft and summarize your overall review on the designated feedback sheet. Complete and return your review, together with the filled feedback sheet, to your peer review partner via direct email COPYING ME using the following email address a.korolev@unsw.edu.au on **August 9**. Once you have received the feedback files, read them carefully and identify the kind of revisions they suggest. During this period, you are encouraged to discuss the revision suggestions with your peer review partner to further explain and consolidate the content of the feedback. Revise accordingly and submit your final version via Turnitin by **August 14**.

Attendance Requirements

All seminars are mandatory classes in POLS5127 in T2, 2020.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 1 June - 5 June	Seminar	**Overview & Logistics of Course** What are the main theoretical approaches to the study of international security and how do they help us understand the rise and behavior of China? What are the basic tenets of realism, liberal institutionalism, and constructivism, and what do they tell us about interstate interactions?
Week 2: 8 June - 12 June	Seminar	**China's Evolving Foreign Policy Doctrines: Status Quo or Revisionist Power?** In the last thirty years, China's foreign policy has evolved from "keeping a low profile" under Deng Xiaoping to more assertive forms, such as "Striving for Achievement," and "China dream" and "One Belt, One Road," under Xi Jinping. What are the main characteristics of different stages or "doctrines" of China's foreign policy? Is China deliberately moving towards greater assertiveness in its foreign policy behavior, or is China's new behavior merely a reflection of its growing power capabilities? Can China have a unique "peaceful rise" or will it follow the pattern of other great powers and eventually pursue hegemony when/if its power capabilities allow it to do so? What shapes the evolution of China's foreign policy approaches, and how do the new features of China's foreign policy shape international security in Asia?
Week 3: 15 June - 19 June	Seminar	**Rising and Declining Hegemons? – China-US competition in the Asia-Pacific** The United States and China are the two major great powers in the Asia-Pacific region with the highest impact on the regional security. What is the essence of China-US relations in the Asia-Pacific? Can the two great powers accommodate each

		other's strategic interests or is spiraling confrontation inevitable? What are the implications for the regional peace and stability?
Week 4: 22 June - 26 June	Seminar	**China-Russia Alignment and Security in the Asia-Pacific** China-Russia security cooperation has increased considerably over the last decade, and now the Beijing-Moscow power axis has significant bearing on international security in Asia and beyond. How to conceptualize and define China-Russia strategic rapprochement? Is it a strategic partnership of consequence, or is it an ad hoc reaction to the deterioration of Russia-US and China-US relations? What are the potential avenues of China-Russia strategic cooperation in the Asia-Pacific region?
Week 5: 29 June - 3 July	Seminar	**China's Rise and the Regional Powers in Asia (Part 1): The Case of India** India is considered another "rising power" in Asia? However, there is no consensus over how China-India relations might evolve. Can China and India rise peacefully together? Alternatively, do they see each other as a threat and thus are destined for conflict?
Week 6: 6 July - 10 July	Reading	Non-teaching week. Students are working on the finalization of the topic for the final essay.
Week 7: 13 July - 17 July	Seminar	**China's Rise and Regional Powers in Asia (Part 2): The Case of Japan** China-Japan relations are one of the most complex ones in the Asia-Pacific region. The two countries have territorial disputes and very complex historical memories. How can the two progress towards normalization in their bilateral interactions? What is the role of exogenous factors (e.g. Japan's alliance relations with the United States) in the evolving nature of China-Japan relations? Do the two countries balance or hedge against each other?
Week 8: 20 July - 24 July	Seminar	**China's Rise and Smaller Powers in Asia (Part 1): Hedging, Balancing, Bandwagoning** In the Asia-Pacific, China is surrounded by countries, many of which are smaller than China in terms of material and non-material capabilities. What is the dynamic of interactions between China and these countries like and how to explain it? What theories of international relations can best explain the reaction of smaller regional powers to China's persistent rise?

Week 9: 27 July - 31 July	Seminar	**China and Smaller Powers (Part 2): Empirical cases (SCS, Vietnam, Malaysia, and the Philippines)** Is China a threat or an opportunity for the smaller states surrounding it? How do Southeast Asian states, such as Vietnam, Malaysia, and the Philippines navigate the troubled waters of the Southeast Asian security complex in the context of intensifying South China Sea dispute? Do they hedge or balance against China, or doe they bandwagon with Beijing instead? What is the predominant pattern in their behaviour, and is it changing as China continues to rise?
Week 10: 3 August - 7 August	Seminar	**Between Scylla and Charybdis? – China-US Competition and Australia's Foreign Policy** How can Australia maximize its national interests in the Asia-Pacific region? Does it have to choose between economic interdependence with China and security alliance with the United States? How should Australia navigate the ever-intensifying US-China competition in Asia? Should it hedge, balance, or bandwagon? How do the theories and cases studied throughout this course inform our understanding of Australia's behavior in the region?

Resources

Prescribed Resources

All relevant course information and required readings are available on the Moodle site for this course. Please regularly check for updates, announcements, and other relevant course related information on Moodle.

Recommended Resources

Information about additional readings and resources is also made available on the Moodle site for this course.

Course Evaluation and Development

Student feedback, both formal and informal, is welcome and valued, and will be considered seriously for the continued improvement of this course. Students will be asked to give formal feedback towards the end of the semester through UNSW's MyExperience survey process. Students are also strongly encouraged to give feedback (formal or informal) on learning and teaching activities throughout the course.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.