



## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### *SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS*

#### *POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME INTP 360: SPECIAL TOPIC: US STRATEGY IN ASIA AND THE MIDDLE EAST 20 POINTS*

#### TRIMESTER 2 2014

### Important dates

**Trimester dates:** 14 July to 16 November 2014

**Teaching dates:** 14 July to 17 October 2014 (First lecture/seminar 17 July 2014; final lecture/seminar 9 October 2014)

**Mid-trimester break:** 25 August to 7 September 2014

**Study week:** 20–24 October 2014

**Examination/Assessment Period:** 24 October to 15 November 2014

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

### Class times and locations

Lectures: Wednesdays 1:00pm – 3:00 pm  
Venue: Maclaurin Lecture Theatre MCLT102, Kelburn Campus

### Names and contact details

Course Coordinator: Robert Ayson  
Room No: 205, 16 Kelburn Parade (available by appointment only; please email or call to arrange a time)  
Phone: 04 4636445  
Email: Robert.ayson@vuw.ac.nz

### Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be posted on the course Blackboard site.

## Prescription

This course compares recent American strategy towards Asia and the Middle East, both important regions. It considers US approaches to regional security issues including Asia's territorial disputes and the Middle East peace process, and the competitive demands the two regions place on Washington's finite military and diplomatic resources.

## Course content

The dates and topics for the teaching sessions of this course are as follows:

Wednesday 16 July 2014: Session 1: The Nature of US Strategy

Wednesday 23 July 2014: Session 2: Rising China

Wednesday 30 July 2014: Session 3: Japan & India: Balancing China?

Wednesday 6 August 2014: Session 4: Nuclear North Korea, Allied South Korea

Wednesday 13 August 2014: Session 5: Southeast Asia: Renewed Area of Contestation?

Wednesday 20 August 2014: Session 6: The US Pivot I: Australia, New Zealand & Pacific

**25 August to 7 September 2014: Mid-Trimester Break**

Wednesday 10 September 2014: Session 7: Big Middle East Players: Iran & Saudi Arabia

Wednesday 17 September 2014: Session 8: After The Arab Spring: Syria, Libya & Egypt

Wednesday 24 September 2014: Session 9: Israel & Multiple Peace Processes

Wednesday 1 October 2014: Session 10: After Iraq: the End of Nation-Building?

Wednesday 8 October 2014: Session 11: The Pivot II: A US Switch from Middle East to Asia?

## Course learning objectives (CLOs)

Students who pass this course will be able to

1. Depict the main features of American strategy, and its relevance to different parts of the international system.
2. Analyse the changes and continuities in US strategy towards Asia with reference to US relations with particular regional countries.
3. Analyse the changes and continuities in US strategy towards the Middle East with reference to US relations with particular regional countries.
4. Evaluate the likelihood and sustainability of a shift in US strategic priorities.

## Teaching format

This course is taught in 11 weekly sessions to allow for step-by-step consideration of the curriculum. These weekly sessions will begin with a lecture which will comprise most of the first half of the two hour sessions followed by a short break and then an in-class interactive discussion of a major topic or issue related to the week's subject matter.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Submit the written work specified for this course, on or by the specified dates (subject to the provisions for late work).
2. Complete the final examination.

## Workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 200 hours to INTIP 360 throughout the trimester. This includes weekly attendance at lectures, completion of all set weekly readings and research and writing for set assessment tasks, and the preparation for and sitting of the final examination. Please note it is an

important part of your skills development in working out how much time you should allocate to each of these tasks. But here are some very rough guidelines on what to expect:

Preparatory reading and attendance at classes	55 hours
Research and Preparation of short essay	30 hours
Research and Preparation of long essay	55 hours
Study for & sitting of final exam	60 hours
Total	200 hours

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	1,500 word short written assignment	15%	1,2	15 Aug 5 pm
2	3,000 word long essay	35%	2,3	26 Sep 5 pm
3	Final examination (3 hours)	50%	1-4	TBA

There are three pieces of assessment for this course:

**1. A first and shorter written assignment (15%) to be submitted to the Blackboard site for INTP 360.** Please write **1,500 words** on ONE of the following topics:

- (a) When we look at America's strategy in Asia, do we find a single consistent approach or a series of separate and not altogether similar strands? What does the answer to this question mean for how we approach strategy?
- (b) Does US strategy towards China shape American strategy towards Japan and India, or does the reverse also apply?
- (c) 'The centrepiece of American strategy in Asia, whatever any Administration says, is the containment of China.' Evaluate.
- (d) 'The main impact of America's strategy towards North Korea is that Pyongyang gets to keep its nuclear weapons.' Evaluate.
- (e) Imagine President Obama is visiting China, South Korea and Japan next month. Write a memo for him explaining what his main position should be in private consultations with the leaders of each of the three countries and what he should say in public. In place of footnotes, recommend one good piece of reading (not on the list of required readings for this course) on America's relations with each of these countries that he should read in preparation for his trip.

**2. A second and longer written assignment (35%) to be submitted to the Blackboard Site.** Please write **3,000 words** on ONE of the following topics:

- (a) What should Washington's approach be towards maritime territorial disputes in the South China Sea, including its approach to Southeast Asian claimants and to China, and how would we know whether that approach was working?
- (b) 'The wisdom of the pivot (or rebalancing) is that Washington has taken very different approaches to its relationships with (i) Australia (ii) New Zealand and (iii) the Pacific Islands countries. The problem is that this diversity undermines the central message of the strategy.' Evaluate.

(c) 'Saudi Arabia is a strategic liability for the United States and always will be. Iran, by comparison, is often seen as a danger to US interests but is fast becoming an asset.' Evaluate.

(d) In a private conversation President Obama has just been told by a visiting Middle Eastern leader that 'the United States was initially overexcited by the Arab Spring but lost the plot on Egypt and Syria. You should have used the precedent of acting in Libya to use force against the Syrian regime when after the chemical weapons attacks.' You have just taken leave from your university to join the White House as a special advisor on Middle Eastern strategic affairs and have been asked to give the President's closest advisers a proper academic perspective on this. 'What could and should we have done differently?' is your question.

(e) What options are left for the United States after the collapse of the latest round of Middle East peace talks between Israeli and Palestinian leaders? What, if anything, could Secretary of State John Kerry done differently?

(f) 'The current problems afflicting Iraq have more to do with the spread of the Syrian conflict and errors by the Maliki government than anything related to the toppling of Saddam Hussein's after US-led military action in 2003. The United States therefore has no real responsibility to help Baghdad.' Evaluate.

(g) 'American strategic thinkers who suggest that Asia is far more important to their country than the Middle East simply don't understand the way the world works and how it affects their country's interests.' Evaluate.

**3. A final Examination (50%)** to be sat at a date to be arranged and advertised by the university during the Trimester Two examination period.

## Marking Criteria

Each of your pieces of written work will be assessed on the basis of whether you have

- (a) answered the question directly
- (b) developed clear and well-substantiated arguments
- (c) linked your arguments together in a clear logic that flows through the assignment
- (d) reflected an awareness in your writing of the literature on the subject
- (e) written in a style that is easy to follow and communicates your points clearly and effectively
- (f) observed relevant scholarly conventions

## Submission and return of work

The short and long written assignments will be submitted electronically by the student to the Blackboard site for INTP 360 using the cover page for the particular assignment which will also be provided on the Blackboard Site. Marked work will be returned in class, and the course instructor will aim to do this within three weeks of the official submission date.

## Extensions and penalties

### Extensions

You may request an extension in advance of the due date for a particular piece of assessment from the course instructor by sending an email and explaining the reason for the extension request and the length of extension requested to [Robert.ayson@vuw.ac.nz](mailto:Robert.ayson@vuw.ac.nz). Extensions are generally only granted in exceptional circumstances, eg illness of the student or a family member. They must be made before the original due date and time.

## Penalties

Students will be penalised for late submission of assignments – **a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days.** Work that is more than 10 weekdays late can be accepted for mandatory course requirements but may not be marked. Deductions will apply as soon as the specified time and date is missed. An essay due in at 5pm on 1 March would be deducted 5% if it is submitted to Blackboard at 5:30pm that day.

Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary.

## Class representative

A class representative provides a useful way to communicate feedback to the teaching staff during the course. Subject to the interest among students, a class representative may be selected at the first lecture of the course.

## Student feedback

This is the first time this course has been taught. Student feedback gained during the course will be used to enhance later versions of this course. Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## Readings

A series of required readings for each of the 11 teaching sessions has been selected for students to assist with their studies. Students are expected to read *all of the Required Readings* – please consult the Blackboard site for INTP 360. As time allows, they should also follow up on the Further Readings by using the resources of the Victoria University of Wellington library (including the valuable electronic journal holdings). Students working on a long assignment topic should read beyond the required readings, locating additional reading material which will deepen their research and the quality of their written work.

The required readings for each of the eleven sessions are as follows:

### **Session 1: The Nature of US Strategy**

Thomas Mackubin Owens, 'Strategy and the Strategic Way of Thinking', *Naval War College Review*, 60:4, Autumn 2007.

Bruce W. Jentleson, 'Strategic Recalibration: Framework for a 21<sup>st</sup> Century National Security Framework', *The Washington Quarterly*, 37:1, 2014, pp. 115-136.

### **Session 2: Rising China**

Ashley J. Tellis, 'Balancing Without Containment: A U.S. Strategy for Confronting China's Rise', *The Washington Quarterly*, 36:4, Fall 2013, pp. 109-124.

Doug Bandow, 'Strategic Restraint in the Near Seas', *Orbis*, 56:3, Spring 2012, pp. 486-502.

### **Session 3: Japan & India: Balancing China?**

Sheila Smith, 'A Sino-Japanese Clash in the East China Sea', *Contingency Planning Memorandum* No. 18, Council on Foreign Relations, April 2013.

Michael J. Green and Andrew Shearer, 'Defining U.S. Indian Ocean Strategy', *The Washington Quarterly*, 35:2, 2012, pp. 175-189.

### **Session 4: Nuclear North Korea, Allied South Korea**

Christopher R. Hill, 'The Elusive Vision of a Nuclear North Korea', *The Washington Quarterly*, 36:2, Spring 2013, pp. 7-19.

Patrick M. Cronin, *If Deterrence Fails: Rethinking Conflict on the Korean Peninsula*, March 2014, Centre for a New American Security.

### **Session 5: Southeast Asia: Renewed Area of Contestation?**

Ely Ratner, *Resident Power: Building a Politically Sustainable U.S. Military Presence in Southeast Asia and Australia*, Centre for a New American Security, October 2013.

Euan Graham, 'Southeast Asia in the US Rebalance: Perceptions from a Divided Region', *Contemporary Southeast Asia*, 35:3, December 2013, pp. 305-332.

### **Session 6: The US Pivot I: Australia, New Zealand & Pacific**

Hillary Clinton, 'America's Pacific Century', *Foreign Policy*, 189, October 2011, pp. 56-63.

Robert Ayson, 'Choosing Ahead of Time? Australia, New Zealand and the US-China Contest in Asia,' *Contemporary Southeast Asia*, 34:3, December 2012, pp. 338-364.

### **Session 7: Big Middle East Players: Iran & Saudi Arabia**

Hossein Mousavian, 'An Opportunity for a U.S.-Iran Paradigm Shift', *The Washington Quarterly*, 36:1, Winter 2013, pp. 129-144.

Christopher Blanchard, 'Saudi Arabia: Background and U.S. Relations', Congressional Research Service report, 12 February 2014.

### **Session 8: After The Arab Spring: Syria, Libya & Egypt**

Seth G. Jones, 'The Mirage of the Arab Spring: Deal with the Region You Have, Not the Region You Want', *Foreign Affairs*, 92:1, January/February 2013, pp. 55-63.

Fawaz A. Gerges, 'The Obama approach to the Middle East: the end of America's moment?.' *International Affairs* 89:2, 2013, 299-323.

### **Session 9: Israel & Multiple Peace Processes**

David T. Jones, 'The Middle East: Learning from the Past', *Orbis*, 58:2, Spring 2014, 212-228.

Paul D. Miller, 'Evangelicals, Israel and US Foreign Policy', *Survival*, 56:1, 2014, pp. 7-26.

### **Session 10: After Iraq: the End of Nation-Building?**

Toby Dodge, 'The Causes of US Failure in Iraq', *Survival*, 49:1, 2007, pp. 85-106.

Christopher Layne, 'America's Middle East Grand Strategy: The Moment for Offshore Balancing Has Arrived', *Review of International Studies*, 35:1, January 2009, pp 5-25.

### **Session 11: The Pivot II: A US Switch from Middle East to Asia?**

Kurt M. Campbell and Ely Ratner, 'Why Washington Should Focus on Asia' *Foreign Affairs*, 93:3, May/June 2014, pp. 106-116.

David W. Barno, Nora Bensahel, and Travis Sharp, 'Pivot But Hedge: A Strategy for Pivoting to Asia While Hedging in the Middle East', *Orbis*, 56:2, Spring 2012, pp. 158-176.