



## COURSE OUTLINE

# INT274 Politics and Security in East Asia

**Course Coordinator:** Shannon Brincat (sbrincat@usc.edu.au) **School:** School of Law and Society

2021 | Semester 2

USC Sunshine Coast

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course examines the role history and politics play in shaping security in the Northeast Asian region. It outlines the foundations of tensions between China, Japan, Taiwan, Vietnam, the Philippines, Malaysia, Indonesia and North and South Korea as they negotiate their changing economic and military status. Are security tensions inevitable? The Northeast Asian region offers us a useful case study in contemporary International Security. The course also considers some implications for Australian policy towards the region.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – 3 hours workshop	3hrs	Week 1	12 times

### 1.3. Course Topics

Topic 1: Introduction: The Asian Century? Scope and Content

Topic 2: Key Stakeholders and Pressing Concerns: The Legacy of Imperialism, US Hegemony, and Environmental Challenges

Topic 3: Australia and East Asia: A Settler Colony in the Far East

Topic 4: The Politics of Economic Interdependence in East Asia

Topic 5: Security cooperation, Alliances and Forums: Focus on the Association of South East Asian Nations (ASEAN)

Topic 6: The Rise of China: Domestic, Regional and International Implications

Topic 7: Japan: From Imperialist to Model State Citizen?

Topic 8: Korea: War, Reunification and Nuclear Proliferation

Topic 9: Vietnam: War, One Party Politics and Different Type of Communism

Topic 10: The Philippines: Democracy in flux

Topic 11: Indonesia, East Timor, West Papua: regional colonisation and self-determination

Topic 12: The Future - The Asian Century?

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Explain the interplay between the domestic and the international realms of the countries in the region.	Engaged
2 Critically evaluate the implications for the conduct of international relations in this environment.	Creative and critical thinker
3 Analyse and apply knowledge of the processes of socio-political and socio-cultural change in the region in the contemporary era.	Knowledgeable

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

It is assumed students will have a knowledge of international relations.

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	10%	Weeks 1-13	Throughout teaching period (refer to Format)	In Class
All	2	Essay	Individual	40%	Essay is 1500 words Symposium is 1 hr	Week 4	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Individual	50%	2000 word essay 10 minutes presentation of essay	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Participation

<b>GOAL:</b>	Actively prepare for and then engage in classroom discussions and constructively respond to course content questions, theories and practices.		
<b>PRODUCT:</b>	Activity Participation		
<b>FORMAT:</b>	Lecture/seminars and tutorial participation is assessed on active and informed participation. The lecture/seminars and tutorials provide an opportunity to extend your understanding through an exchange of views, discussion, debate and group exercises. Your contribution needs to be informed. Asserting opinions without providing evidence in support or constantly wandering too far from the set topics will not constitute informed participation. Preparation for lecture/seminars and tutorials will require reading from some of the recommended reading list for the week's tutorial and thinking about the issues highlighted for tutorial focus. Discussion will take place in both lecture/seminars and tutorial groups which will give you the opportunity to be heard. The mark of 10% is based on active and informed participation but you can only participate if you are present. This contributes to peer collaborative learning.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstrated knowledge of some of the relevant reading and lectures.	1 2
	2	Demonstrated capacity to analyse readings and arguments put to the class.	1 2
	3	Demonstrated an understanding of the actors, institutions, processes, key events and concepts relevant to this course.	1 3
	4	Contributed to class and group discussions with relevant and informed comments.	1 2 3

All - Assessment Task 2: Symposium and essay

<b>GOAL:</b>	The symposium event has been designed to create an authentic research experience emulating Political Science conference practice. It is a requirement of the course to attend to all sections of this symposium.
<b>PRODUCT:</b>	Essay
<b>FORMAT:</b>	1500 words - The symposium is an opportunity for you to discuss your essay's research and findings in an open forum with all your peers present at one time. Submit symposium essay to Blackboard prior to the day of the symposium. Bring along to the symposium a copy of your essay for your own reference. The symposium will address some of the issues raised and discussed during the lecture/seminars and tutorials in previous weeks. The symposium essay will be written as a formal academic essay and will apply the Harvard style of referencing with a List of References (LOR) at the end. A contemporary issue or event that relates to the theories and practices covered during the course will be investigated and analysed. Important guidelines and discussion regarding the topic and how to approach it will be presented in the lecture/seminar 2 weeks prior to the symposium. Research the symposium topic, write the symposium Paper, and present your observations during the symposium. Further discussion regarding the symposium topic will also occur during the tutorials. See Blackboard for more information on the design and expectations of the symposium.

CRITERIA:	No.	Learning Outcome assessed
	1	Attendance is required at the symposium guidelines session at the symposium event and at the symposium tutorials after the symposium Event. 3
	2	The symposium essay will be assessed by the degree of achievement in the following areas: Argues a clear, consistent case to answer the set question. 1 2 3
	3	Scholarly and authoritative reference sources are used to directly support claims and arguments. 3
	4	Demonstrates critical thinking, analysis and synthesis of argument. 1 2 3
	5	Correctly uses the Harvard Style of referencing with a List of References (LORs) at the end. 3
	6	Will be +/- 10% of the stated word count. 3
	7	The essay submission must have a completed 'Assignment Coversheet'. The coversheet is located under Learning Materials on Blackboard. 3

### All - Assessment Task 3: Tutorial essay and presentation

<b>GOAL:</b>	Research your allocated tutorial topic, write an essay addressing the topic, and present the tutorial essay essay's research outcomes during tutorials. Pre-prepare three questions based on your topic to facilitate small group tutorial discussions.
<b>PRODUCT:</b>	Oral and Written Piece
<b>FORMAT:</b>	<p>2000 words for the tutorial essay and 10 minutes for the presentation - Submit tutorial essay to Blackboard on the allocated presentation date and bring a copy of your tutorial Paper to the presentation for your tutor. During the first tutorial, questions for tutorial presentations and for the tutorial essay will be allocated. The questions will be placed onto Blackboard in Week 1. The tutorial essay and the 10 minute presentation are both due on the day and the week as listed. The tutorial essay is written as a formal academic essay and will apply the Harvard style of referencing with a List of References (LOR) at the end. At the completion of the oral presentation of the tutorial essay the presenter will facilitate small group discussions. Prepare and write down three discussion questions (before the facilitation sessions) for the group to discuss. The three discussion questions must be inserted after the List of References at the end of the tutorial essay. IMPORTANT NOTE* Attendance at all the oral presentations (your own and your colleagues) is important so that everyone has the opportunity to engage in meaningful discussion regarding the presenter's analysis and synthesis of the allocated question/topic.</p> <p>Some suggestions regarding your own presentation: Do not just read out your tutorial Paper to the class/group during your presentation. What you need to do is to provide a synopsis of your research in your presentation. This means selecting the core issue/s of your tutorial essay to present to the class/group. The aim here is for conciseness but with enough information to engage your colleagues directly regarding your central points and not to turn the presentation into a bland reading of what you have written. The point of your presentation is to encourage your colleagues to think about then to discuss the salient areas of your research. They can do this by you presenting the arguments and counterarguments in a constructive manner so that all can understand. Remember that you have done the research and worked hard on your essay but your colleagues have not done this with your topic so don't expect them to immediately understand the complexities that you have discovered by your research.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Both the tutorial Paper and the presentation are assessed together according to the criteria below and the final mark is a combination mark from the tutorial essay (35%) and the presentation (15%) Tutorial Paper 35%: <span style="float: right;">3</span>
	2	A clear, consistent case is argued to answer the set question. <span style="float: right;">1 2 3</span>
	3	Scholarly and authoritative reference sources are used to directly support claims and arguments. <span style="float: right;">3</span>
	4	Critical thinking, analysis and synthesis of argument is evident. <span style="float: right;">1 2 3</span>
	5	The essay correctly uses the Harvard Style of referencing with a List of References (LORs) at the end. <span style="float: right;">3</span>
	6	The essay is +/- 10% of the stated word count. <span style="float: right;">3</span>
	7	The essay is presented to the class/group. <span style="float: right;">3</span>
	8	The essay is submitted to Blackboard prior to the presentation. <span style="float: right;">3</span>
	9	The essay submission must have a fully completed 'Assignment Coversheet'. The coversheet is located under Learning Materials on Blackboard. <span style="float: right;">3</span>
	10	10 Minute Presentation and Facilitation Exercise 15%: Presented at an appropriate speed with audible and varied delivery. <span style="float: right;">3</span>
	11	Presented as a series of important points, not as a paper read directly to the class/group <span style="float: right;">3</span>
	12	Suitable language and non-verbal communication used to maintain interaction with class/group. <span style="float: right;">3</span>
	13	Pre-prepare three questions and facilitate small group discussions after the presentation. <span style="float: right;">3</span>
	14	Provide a hard copy of the tutorial essay to the tutor before you present <span style="float: right;">3</span>

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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