



**IR6645: Comparative Politics of East Asia (W-E)**

Term 3/2018

January 8 – March 11, 2018

Location: Misawa Air Base Education Center

Meeting Times and Dates: February 24-25 and March 3-4, 2018.

**eTroy calendar link:**

<http://trojan.troy.edu/academics/calendar.html>

**PROFESSOR CONTACT INFORMATION**

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**INSTRUCTOR EDUCATION**

Professor Jonathan Harrington has been educating students and the public about Asian development issues at Troy University for more than 18 years. He earned his undergraduate degree in History at Grinnell College and his Ph.D. in Political Science from Loyola University of Chicago. Conversant in Mandarin, Dr. Harrington has spent many years living and working in East Asia and has traveled to more than 40 countries. He has hosted, organized and spoken at international conferences in Japan, New Zealand, Hong Kong, China, Taiwan, Slovenia, Canada and the United States. Dr. Harrington has published in a number of academic journals including *Selected Papers in Asian Studies*, *The Journal of Environment and Development*, *Problems of Post Communism*, *Scandinavian Journal of Development Alternatives and Area Studies*, *China Review International*, the *International Journal on World Peace*, *The Public Manager*, *Religion and Society*, *Southeast Asian Review of Asian Studies* and the *Journal of Chinese Political Science*. He has also published a number of book chapters including his most recent contribution entitled "Urbanization, industrialization and sustainable development in China: Converging Paths?" in Zhongli Tang (ed. 2017) *China's Urbanization and Socioeconomic Impact*. Singapore: Springer. He has also been interviewed by numerous press outlets including *Newsweek* and *MSNBC.com*. He recently completed a well-reviewed book entitled *The Climate Diet* published by Routledge, which has been sold in more than 60 countries, has been collected by more than 800 libraries and has been translated into Korean.

**CONSULTATION HOURS (PST)**

Monday	6:00-7:30 PM
Tuesday	6:00-7:30 PM
Wednesday	6:00-7:30 PM

I would be more than happy to make arrangements to virtually meet with you using the Canvas chat function during my regular office hours (PST). I plan to use e-mail as my primary means of communication with individual students. I will usually respond to e-mails within 24-48 hours between Monday and Friday. If you do not hear from me within 48 hours, please resend the e-mail. You can also post general questions on the Canvas discussion board thread entitled "General Course Questions." Also, feel free to call me during regular business hours at the phone number listed above. These rules apply to both onsite and online students.

While at Misawa, I will periodically hold office hours in the Misawa Education Center (exact times TBD).

**CATALOGUE COURSE DESCRIPTION:**

An examination of Asia politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

**COURSE OBJECTIVES AND DESIRED COMPETENCIES**

This course covers all the major theoretical approaches to understanding the functioning of East Asian political/social/economic/cultural systems. This is a reading intensive course that is designed to prepare you for further research and be successful on the MSIR Comprehensive Exam. To facilitate this process, this class provides an environment that encourages the free exchange of ideas and open discussion of the problems, challenges and potential rewards of understanding East Asian affairs.

Students will demonstrate skills and competencies in the following areas:

- Demonstrate adequate skills of expression including grammar and rhetoric.
- Demonstrate appropriate analytical skills, comprehension and insight.
- Demonstrate effective research skills.
- Demonstrate an ability to develop logical arguments.
- Demonstrate a working knowledge of major IR theories and how they may apply to the study of global governance.
- Demonstrate a working knowledge of East Asian transnational governance laws and regimes.
- Demonstrate a working knowledge of political systems/institutions in selected East Asian states.
- Demonstrate a working knowledge of economic and foreign security challenges confronting the East Asia region and how they influence economic development.
- Demonstrate an understanding of the major East Asian development theories.
- Demonstrate an understanding of the interaction of NGOs, IGOs and related institutions with states in East Asia.
- Demonstrate a capacity to compare and contrast multiple theoretical approaches.
- Demonstrate an understanding of how changing external circumstances such as the alteration of global ecosystems may influence global governance and challenge existing theoretical approaches.

**Required Texts:**

Heo, Uk and Terence Roehrig (2014). *South Korea's Rise: Economic Development, Power and Foreign Relations*. Cambridge: Cambridge University Press. ISBN: 9781107012509.

Nathan, Andrew and Andrew Scobell (2014). *China's Search for Security*. New York: Columbia University Press. ISBN: 9780231140515.

Smith, Sheila (2015). *Intimate Rivals: Japanese Domestic Politics and a Rising China*. New York: Columbia University Press. ISBN: 9780023116780.

### **Supplemental Readings:**

Most of our supplemental readings can either be obtained from the Proquest Central Database or via provided Internet links. I will post the readings/links in weekly Modules on Canvas. Here is a list of other books I may refer to during the class (some individual chapters may be required).

Fewsmith, Joseph (2013). *The Logic and Limits of Political Reform in China*. Cambridge: Cambridge University Press.

Lampton, David (2014). *Follow the Leader: Ruling China, from Deng Xiaoping to Xi Jinping*. Berkeley: University of California Press.

Kim, Sungmoon (2014). *Confucian Democracy in East Asia*. Cambridge: Cambridge University Press. ISBN: 9781107049031.

Lankov, Andrei (2015). *The Real North Korea: Life and Politics in the Failed Stalinist Utopia*. Oxford: Oxford University Press.

Liu, Mingfu (2015). *The China Dream: Great Power Thinking and Strategic Posture in the Post-American Era*. New York: Times Books.

Mahbubani, Kishore (2014). *The Great Convergence: Asia, the West and the Logic of One World*. New York: Public Affairs. ISBN-13: 978-1610393690.

MacFarquhar, Rodrick (2011). *The Politics of China: Sixty Years of the People's Republic of China*. Cambridge: Cambridge University Press.

Perkins, Dwight (2013). *East Asian Development: Foundations and Strategies*. Cambridge MA: Harvard University Press.

Prestowitz, Clyde (2015). *Japan Restored: How Japan Can Reinvent Itself and Why This Is Important for America and the World*. New York: Tuttle.

Shambaugh, David (2013). *Tangled Titans: The United States and China*. Lanham: Rowman and Littlefield.

Smith, Hazel (2015). *North Korea: Markets and Military Rule*. Cambridge: Cambridge University Press. ISBN: 9780521723442.

Walker, Brett (2015). *A Concise History of Japan*. Cambridge: Cambridge University Press.

### **PREREQUISITES**

Graduate standing.

### **ENTRANCE COMPETENCIES AND NATURE OF GRADUATE WORK:**

Students will be expected to be proficient in critical thinking and critical writing, formatting papers in APA style, the use of the internet, email, MS Word, MS PowerPoint, and in conducting research through the Troy University Remote Library. Basic knowledge of email and the Internet are required. The ability to read and comprehend college level texts is necessary.

“Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student

should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2015-16 Troy University Graduate Catalog, p. 4).

#### **COURSE TECHNOLOGY:**

**Email:** All official University communications with TROY students, will be sent through the Trojan (TROY) e-mail address assigned to them. All official information, including but not limited to student billing, faculty-student communications, registration changes, and financial aid information, sent to students' assigned Trojan e-mail addresses will constitute official notice. The University accepts no responsibility for any forwarding of e-mail that students may choose to undertake from their official Trojan e-mail accounts. The University is only responsible for ensuring that official e-mail is sent out to those student e-mail accounts that are maintained by the University. All students are responsible for monitoring their Trojan e-mail accounts frequently. Students can access their e-mail by visiting [www.troy.edu](http://www.troy.edu) and selecting the Trojan E-Mail link.

**Internet Access:** Students will require access to Canvas and Trojan Web Express via the Troy University web site. Students without internet access should check with their local and/or military libraries, as most offer internet access.

**Internet-Capable Laptop Computer:** You should bring an internet-capable laptop computer to each class session.

#### **ATTENDANCE POLICY:**

A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Canvas.

Canvas attendance is mandatory during the entire term. Expect to log in at least once weekly. Excessive absences will be reported to appropriate Veterans Administration and military officials. Arrangements for excused absences must be made PRIOR to the absence. Details about Canvas participation are provided in the Canvas shell. At a very minimum, you should expect to keep up with weekly readings, PPT lecture readings and video postings. [Logging into Canvas constitutes a form of attendance. Failure to log on, complete assignments or participate in discussion on a regular basis constitutes non-attendance which will adversely affect your overall grade \(not just discussion grade\). Prompt response \(48 hours or less from time of receipt\) to instructor emails is also required.](#)

[In-class attendance at the Misawa Education Center class site is mandatory. If you think you will miss one or more in-class meetings, you should not enroll in the class. We will meet from 0900-1800 on February 24-25 and March 3-4, 2018.](#)

#### **METHOD OF EVALUATION:**

##### **CLASS DISCUSSION (15% on Canvas and 15% in-class at the Misawa site)**

This is a Web-Extended class. Each week there will be assignments, on-line discussions, and/or exams with due dates. Refer to the schedule of readings and assignments at the end of this syllabus for more information.

Class discussion is an important component of this course. Students will be asked to comment weekly on the Canvas discussion boards about various topics or complete research exercises. Grades are assigned for responses to weekly discussion questions. I will post one or more discussion questions per week for students to respond to. Students are required to respond to all questions that start with "Dr. H. Weekly Discussion Question." Students are also required to make multiple postings per week on the "News" Canvas discussion threads. Responses to instructor and peer postings should include substantive content and demonstrate knowledge of assigned course materials.

You are expected to be prepared to discuss course materials and offer comments/critiques of peer presentations during our on-site meetings at the Misawa Education center. Most of our course 'deliverables' will be due during our two back to back weekend meetings.

### **ARTICLE REVIEWS (10%)**

Each student is required to write two article reviews from our course readings. The result of this collaborative effort will be to create a stack of article reviews that everyone can use. More details on this assignment and sample reviews are provided in our Canvas shell. Reviews are typically 750-1000 words in length. I will assign the readings during the second week of the class. Please post your article reviews on the appropriate discussion thread in Canvas and in Turnitin by February 23, 2018. I will ask you to present both of your articles in-class during one of our weekend meetings.

### **RESEARCH PAPER (40%)**

Each student will write a 12-15 page research paper. This assignment has two components. **Students are required to prepare a 1-2 page paper proposal (10% of grade).** Your proposal should contain three elements. First, it should describe the problem you intend to address. Second, it should state the thesis that will be defended in the paper. Third, it should describe the research materials that will be used to make your case. Topics should focus on some aspect East Asian foreign policy. I am especially interested in country-specific case studies that focus on a specific issue area. This third component should include at least ten bibliographic citations. Follow citation rules from the Publication Manual of the American Psychological Association (APA) manual. The paper proposal should be emailed to the instructor by the **end of the second week of class. Please email it to [jhharrington@troy.edu](mailto:jhharrington@troy.edu).** The research paper itself should be well organized and be written in clear, grammatically correct prose. Students are encouraged to contact the instructor about paper topics. More information will be provided to students regarding these assignments as the term progresses. Please try to be punctual in completing written assignments. A five percent assignment grade deduction will be made for each day that written assignments are late.

**I expect all students to present their paper to the class on March 3<sup>rd</sup>.** The presentations should include PPT slides and be 10-15 minutes in length. Be prepared to orally defend your thesis/findings. The final written paper is due on March 8, 2018. Please post your paper on the appropriate discussion thread in Canvas and in Turnitin.

### **Exams (20%)**

We will have **one** in-class essay exam which will be administered on **March 4<sup>th</sup>.**

### **MAKE-UP WORK POLICY**

All classes missed must be made up, regardless of whether the absences were excused or unexcused. Make-up assignments may or may not be given by the instructor at his discretion.

### **STANDARD UNIVERSITY POLICIES**

#### **Troy University Deadlines**

Students can find the Troy Online calendar at <http://trojan.troy.edu/online/academiccalendar.html> listing key dates for the term, including refund deadlines, payment dates, and Comp Exam dates. Note the last day to drop classes in Term 3/18 is February 16, 2018.

### **INCOMPLETE POLICY**

This incomplete grade policy replaces all other incomplete grade policies as of August 9, 2012.

If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria:

- Student submits a completed "Incomplete Grade Request" form prior to assignment of a course grade.
- Student's progress in the course is deemed satisfactory.
- Student is passing the course when the request is made.
- The circumstances that prevented the student's completion of course requirements are beyond the student's control, and adequate documentation is provided.

A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found under "Forms" under "Current Students" of the troy.edu web site. An incomplete grade will not be assigned until student receives from the instructor the approved request form which outlines the work to be completed, the grading weight of the assignment(s), and a deadline for when all required work must be received. It is the student's responsibility to follow up with the instructor on the status of their request for an incomplete grade and become informed of all work required and deadlines.

#### **TIME LIMIT FOR REMOVAL OF INCOMPLETE GRADES.**

Any student who receives an "I" must adhere to the deadlines set by the instructor for when required assignments must be received. The instructor deadline must not exceed 9 weeks from the date of the end of the semester that the "I" was awarded. All instructor set deadlines apply whether or not the student enrolls for the semester or term following the assignment of the incomplete grade. Work received on or before the instructor set deadlines will be graded and computed into the final course grade. The instructor will submit a "Change of Grade" form to the registrar on or before the last day to remove an Incomplete from the previous term or semester published in the university's master calendar. Student assignments not received by instructor's deadlines will not be graded and a "Change of Grade" form will not be submitted. If a "Change of Grade" form is not submitted by the appropriate time, the "I" will automatically be converted to an "F". An "FI"

#### **ACADEMIC MISCONDUCT**

You are responsible for reading and comprehending the University's "Standards of Conduct" presented in the 2017-2018 *Graduate Catalog*.

Troy University and I view plagiarism as a serious violation of the Standards of Conduct. I will assign an "F" to any paper evidencing plagiarism and will consider assigning a grade of "F" for the entire course. In accordance with the Troy *Graduate Catalog*, further academic action including suspension and/or expulsion from the University may also be taken. In addition, the reuse of previous papers (your own or others) is not allowed.

I will use Turnitin to determine whether or not students plagiarize the work of others. Plagiarism simply means using ideas, writings and intellectual output created by others without attribution. This may include, but is not limited to actions such as: cutting and pasting intellectual property from books/articles/websites into an assignment without using direct quotes and providing information about the author; making small changes to a text written by someone else and passing it off as your own work; cutting and pasting the intellectual property of others and giving attribution but not providing direct quotes; paraphrasing the ideas of others and using that text in an assignment without attribution; using papers from other courses or papers written by other students and passing them off as 'original' research etc.). I want to see original research in this class. You may occasionally directly quote the work of others with attribution (no more than 20% of the text of a paper). When in doubt, cite or use direct quotes! I included two Turnitin assignment threads under the assignments tab. You can self-submit

your assignment to check both originality and grammar prior to the due date. You should shoot for an originality score of 10% or less.

If you have questions or concerns regarding these policies, please speak with me as soon as possible.

### **STUDENTS WITH DISABILITIES**

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Please consult the *Oracle*, the University's official Student Handbook for the most current and complete policies and procedures related to disability services.

### **NON-HARASSMENT, HOSTILE WORK/CLASS ENVIRONMENT**

Troy University expects students to treat fellow students, their instructors, other TROY faculty, and staff as adults and with respect. No form of "hostile environment" or "harassment" will be tolerated by any student or employee.

### **LIBRARY SUPPORT**

The Troy University Libraries (<http://library.troy.edu>) hold a wide variety of resources in multiple formats, including print, multimedia (CD, DVD, video, audio cassettes, microfilm, and microfiche), as well as electronic links, both on the library network and on the Internet, to libraries and information sources worldwide. These resources allow the Library staff to ensure that students and faculty have access to the information they need to fulfill their educational and research goals.

### **SCHEDULE OF READINGS AND ASSIGNMENTS**

All reserve readings are posted under each Module. The weekly Canvas discussion questions are in the discussion section of Canvas. The schedule below provides a suggested reading list that you can use to pace yourself and be fully prepared for onsite discussions and lectures when we meet at the Misawa Education Center. Most of our discussion time will be spent on the comparative foreign policies of and interaction among East Asia's major powers, i.e. Japan, Greater China, South Korea and the United States.

We will not spend much on site time on historical discussions. However, you will need to read our historical backgrounders to be fully prepared for class. These include: Walker, Brett (2015). *A Concise History of Japan*, MacFarquhar, Rodrick (2011). *The Politics of China: Sixty Years of the People's Republic of China*. Cambridge: Cambridge University Press. chs. 5-6 (On reserve in Canvas) and the Lankov book, chs. 1-3 (On reserve in Canvas). I will lecture on most of the other readings during our onsite meetings. Be prepared to answer questions about the readings.

#### **Module 1 East Asian Development Intro 1/8-14/18**

Perkins, Dwight (2013). *East Asian Development: Foundations and Strategies*. Cambridge MA: Harvard University Press. Read Introduction and Chapter 1 (On reserve in Canvas).

Perkins, Dwight (2013). *East Asian Development: Foundations and Strategies*. Cambridge MA: Harvard University Press. Read chs. 2-3 (On reserve in Canvas).

#### **Thinking about Governance in East Asia**

Sungmoon Kim book. Read Introduction and Ch. 1 (On reserve in Canvas).

#### **Module 2 Japan 1/15-21**

Readings:

Walker, Brett (2015). *A Concise History of Japan*. Cambridge: Cambridge University Press. Read chs. 11-12 (On reserve in Canvas).

Walker. Read chs. 13-15. (On reserve in Canvas).

### **Module 3 Japanese foreign policy 1/22-28**

Readings:

Sheila Smith book. Read ch. 1.

Sheila Smith book. Read ch. 2, 3

Sheila Smith book. Read chs. 4, 6.

### **Module 4 China 1/29-2/4**

Readings:

MacFarquhar, Roderick (2011). *The Politics of China: Sixty Years of the People's Republic of China*. Cambridge: Cambridge University Press. Read chs. 5-6 (On reserve in Canvas).

Fewsmith, Joseph (2013). *The Logic and Limits of Political Reform in China*. Cambridge: Cambridge University Press. Read Introduction, Chs. 1-2 (On reserve in Canvas).

Fewsmith, Joseph (2013). *The Logic and Limits of Political Reform in China*. Cambridge: Cambridge University Press. Read Introduction, Chs. 3, 4 and Conclusion (On reserve in Canvas).

### **Module 5 Chinese foreign policy 2/5-2/11**

Readings:

Liu, Mingfu (2015). *The China Dream: Great Power Thinking and Strategic Posture in the Post-American Era*. New York: Times Books. Read chs. 1-4 (On reserve in Canvas).

Shambaugh (2013). "Tangled Titans: Conceptualizing the U.S.-China relationship." In Shambaugh (ed.) *Tangled Titans: The United States and China*. Lanham: Rowman and Littlefield (on reserve in Canvas).

Nathan and Scobell (2014). *China's Search for Security*. New York: Columbia University Press. Chapters 1-4.

### **Greater China readings (TBD)**

Taiwan

Hong Kong

### **Module 6 The Korean Peninsula-South Korea 2/12-2/18**

Readings:

Heo and Roehrig book. Read chs. 1, 2, 4.

Heo and Roehrig book. Read chs. 5,6,9, 11.

### **Module 7 North Korea 2/19-2/25**

Readings:

Lankov book. Read chs. 1-3 (On reserve in Canvas).

Lankov book. Read chs. 5-6 (On reserve in Canvas).

### **Module 8 Regional Development/Security Challenges 2/26-3/4**

South China Sea lecture.

ASEAN, TPP and regional economic integration lecture.



## Thematic schedule for Misawa Education Center Meetings:

### Saturday, February 24

#### Morning

##### Module 1 East Asian Development Intro

Perkins, Dwight (2013). *East Asian Development: Foundations and Strategies*. Cambridge MA: Harvard University Press. Read Introduction and Chapter 1 (On reserve in Canvas).

Perkins, Dwight (2013). *East Asian Development: Foundations and Strategies*. Cambridge MA: Harvard University Press. Read chs. 2-3 (On reserve in Canvas).

##### Thinking about Governance in East Asia

Sungmoon Kim book. Read Introduction and Ch. 1 (On reserve in Canvas).

#### Afternoon

##### Module 3 Japanese foreign policy

Readings:

Sheila Smith book. Read ch. 1.

Sheila Smith book. Read ch. 2, 3

Sheila Smith book. Read chs. 4, 6.

### Sunday, February 25

#### Morning

##### Module 5 Chinese foreign policy

Readings:

Nathan and Scobell (2014). *China's Search for Security*. New York: Columbia University Press. Chapters 1-4.

#### Afternoon

Liu, Mingfu (2015). *The China Dream: Great Power Thinking and Strategic Posture in the Post-American Era*. New York: Times Books. Read chs. 1-4 (On reserve in Canvas).

Shambaugh (2013). "Tangled Titans: Conceptualizing the U.S.-China relationship." In Shambaugh (ed.) *Tangled Titans: The United States and China*. Lanham: Rowman and Littlefield (on reserve in Canvas).

##### Greater China readings (TBD)

Taiwan

Hong Kong

### Saturday, March 3

#### Morning

##### Module 6 The Korean Peninsula-South Korea

Readings:

Heo and Roehrig book. Read chs. 1, 2, 4.

Heo and Roehrig book. Read chs. 5,6,9, 11.

#### Afternoon

##### Module 7 North Korea

Readings:

Lankov book. Read chs. 5-6 (On reserve in Canvas).

*Research paper presentations.*

## **Sunday, March 4**

### **Morning**

#### **Module 8 Regional Development/Security Challenges**

South China Sea lecture.

ASEAN, TPP and regional economic integration lecture.

### **Afternoon**

Wrap up and final exam.

#### **Supplementary videos: Realism**

Watch: <http://conversations.berkeley.edu/content/kenneth-waltz> (Theory and International Politics)

Watch: <http://www.youtube.com/watch?v=UnKEFSVAiNQ&list=PL810CA94BCA11BBEC> (Theory in Action: Realism)

Watch: <http://conversations.berkeley.edu/content/john-mearsheimer> (Through the Realist Lens)

Watch: <http://conversations.berkeley.edu/content/stephen-m-walt> (Balancing American Power in the Post-9/11 World)

Watch: <http://conversations.berkeley.edu/content/robert-jervis> (American Foreign Policy in a New Era)

Watch: <http://conversations.berkeley.edu/content/robert-pape> (The Strategic Logic of Suicide Terrorism)

#### **Supplementary videos: Liberalism**

Watch: <http://www.youtube.com/watch?v=tZbDMUaqwE8&list=PL810CA94BCA11BBEC> (Theory in Action: Liberalism)

Watch: <http://conversations.berkeley.edu/content/robert-o-keohane> (Theory and International Institutions)

Watch: <http://conversations.berkeley.edu/content/joseph-s-nye-jr> (The Future of Power)

Watch: <http://conversations.berkeley.edu/content/stephen-d-biddle-0> (Military Victory in the Information Age)

Watch: <http://conversations.berkeley.edu/content/kishore-mahubani> (The Rise of Asia and the Decline of the West)

Watch: <http://conversations.berkeley.edu/content/stephen-d-krasner-0> (Sovereignty and Idealism)

Watch: <http://conversations.berkeley.edu/content/michael-walzer>

Watch: <http://conversations.berkeley.edu/content/tom-farer> (International Law and Human Rights)

Watch: <http://conversations.berkeley.edu/content/ronald-steel> (The Wilsonian Agenda and U.S. Foreign Policy)

Watch: <http://www.youtube.com/watch?v=5meFzeCkjW0> (Oran Young on Environmental Regimes)

#### **Supplementary videos: Constructivism**

Watch: [http://www.youtube.com/watch?v=kYU9UfkV\\_XI&list=PL810CA94BCA11BBEC](http://www.youtube.com/watch?v=kYU9UfkV_XI&list=PL810CA94BCA11BBEC) (Theory in Action: Constructivism)

Watch: <http://www.youtube.com/watch?v=AZgSS5ZyWW8&list=PL6FDCEEC5D775E5A1> (Constructivism video set, view Nexon Part 1-3)

Watch: <http://conversations.berkeley.edu/content/ernst-b-haas>