



**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 TOWARDS ASIA AND THE MIDDLE EAST  
20 POINTS**

**TRIMESTER 1 2015**

**Important dates**

**Trimester dates:** 2 March to 1 July 2015

**Teaching dates:** 2 March to 5 June 2015

**Easter/Mid-trimester break:** 3–19 April 2015

**Study period:** 8–12 June 2015

**Examination/Assessment Period:** 12 June to 1 July 2015

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: Tuesdays 3:10pm-5:00pm

Venue: Hugh Mackenzie Lecture Theatre LT002

Tutorials: 1 hour per week from week 2; a range of options will be advertised in the first lecture and via Blackboard.

**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: 04 463 6445

Email: [robert.ayson@vuw.ac.nz](mailto: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 advised by email, announced in lectures, and 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 weekly lectures in this course are as follows:

3 March 2015: Session 1: The Nature of US Strategy  
10 March 2015: Session 2: America's Response to a Rising China  
17 March 2015: Session 3: Japan, India & the US: Balancing China?  
24 March 2015: Session 4: Nuclear North Korea, Allied South Korea  
31 March 2015: Session 5: Southeast Asia: Renewed Area of Contestation?  
*3-19 April: Mid-Trimester Break*  
21 April 2015: Session 6: Australia, New Zealand & the South Pacific  
28 April 2015: Session 7: Iran: Eternal Competitor or Prospective Partner?  
5 May 2015: Session 8: Israel, Palestine & Multiple Peace Processes  
12 May 2015: Session 9: Saudi Arabia and the Gulf States: Stable Allies?  
19 May 2015: Session 10: After The Arab Spring: Egypt, Libya & Syria  
26 May 2015: Session 10: From Iraq to ISIS: The Role of American Force  
2 June 2015: Session 12: A US Pivot from the Middle East to Asia?/Exam review

Topics for tutorials (which will begin in the second week) will be made available through Blackboard in the first teaching week).

## Course learning objectives (CLOs)

Students who pass this course should 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 12 weekly sessions to allow for step-by-step consideration of the curriculum. Lectures are interactive with students having frequent opportunities to ask questions as the lecturer moves through the material for each class. Normally powerpoint presentations will be used. Each of the two hour sessions will be broken up into two parts with a short break half way through. Lectures will often begin with a consideration of developments in US strategy over the last week.

The one-hour tutorials (each student will attend one of these from a series of optional times) will provide an opportunity for students to discuss the readings and to seek greater background information where needed on points of detail in the course.

## Mandatory course requirements

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

- submit the written work specified for this course, on or by the specified dates (subject to the provisions for late work)
- complete the final examination.

## Workload

In accordance with University Guidelines, this course has been constructed on the assumption that students will devote a total of 200 hours to INTP 360 across 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 examination	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	2 April 2015 at 5pm
2 3,000-word essay	35%	2,3	15 May 2015 at 5pm
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) What would it mean to say that the United States has a *strategy* for Asia?
  - (b) At what point do American attempts to balance China become attempts to contain it?
  - (c) What hazards lie in wait for the United States in seeking to use its relations with India and Japan to cope with a rising China?
  - (d) You are an adviser to President Obama who is about to visit China, Japan and South Korea. Write him a memo explaining what he should say to his counterparts in these three countries about what is needed to address North Korea's nuclear weapons program.
- 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) Should Southeast Asian countries be reassured that the US pivot or rebalance to the region has worked, or should they be alarmed because it has not delivered any noticeable changes?

- (b) Should the United States regard both Australia and New Zealand as stalwart allies in Asia?
  - (c) 'In pursuing a nuclear agreement with Iran the Obama Administration's main accomplishment has been to anger Saudi Arabia and the Republicans in Congress.' Evaluate.
  - (d) New Zealand has said that American efforts to encourage Israeli and Palestinian negotiators to make progress towards a two-state settlement need to be supplemented by a stronger role by the United Nations Security Council. You are a White House official. Write a report for the President explaining whether or not this would be a good idea, and examining Washington's options.
  - (e) Have most of the outcomes of the Arab Spring been bad for Washington's strategic interests in the Middle East?
  - (f) Have the events of the last year demonstrated that if the United States really wanted to seriously degrade ISIS, let alone destroy it, its only option was to commit itself to a long and costly ground war in Iraq and Syria?
  - (g) Has the US pivot involving the Middle East and Asia worked in the reverse direction to what was originally anticipated?
3. **A final Examination (50%)** to be sat at a date to be arranged and advertised by the university during the Trimester One 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.

## Readings

A series of required readings for each of the 12 weeks of lectures 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 attached:

### 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, pp. 111-124.

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.

Richard Betts, 'Pick Your Battles: Ending America's Era of Permanent War', *Foreign Affairs*, 93:6, November/December 2014, pp. 15-24.

### Session 2: America's Response to a 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 and the US: 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.

Nicholas Burns, 'Passage to India: What Washington Can Do to Revive Relations with Delhi', *Foreign Affairs*, September/October 2014, pp. 132-141.

### 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: US Strategy with Australia, New Zealand & the South 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: Iran: Eternal Competitor or Prospective Partner?**

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

Matthew Kroenig, 'Time to Attack Iran: Why a Strike is the Least Bad Option', *Foreign Affairs*, 91:1, January/February 2012, pp. 76-86.

### **Session 8: Israel, Palestine & 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 9: Saudi Arabia and the Gulf States: Stable Allies?**

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

Emile Hokayem and Becca Wasser, 'The Gulf States in an Era of American Retrenchment', *Adelphi Series*, 54:447-448, December 2014, pp. 135-164.

Joshua Rovner and Caitlin Talmadge, 'Less is More: The Future of the U.S. Military in the Persian Gulf', *The Washington Quarterly*, 37:3, Fall 2014, pp. 47-60.

### **Session 10: After The Arab Spring: Egypt, Libya and Syria**

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, pp. 299-323.

### **Session 11: From Iraq to ISIS: the Future of American Force**

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

Ahmed S. Hashim, 'The Islamic State: From al-Qaeda Affiliate to Caliphate', *Middle East Policy*, 21:4, Winter 2014, pp. 69-83.

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 12: A US Pivot from the 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.

## 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

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)