

# *International Relations II*

## *`Sino-Japanese Relations Since 1972`*

### **Syllabus and Assessment Information**

Course Leader: Dr. Senan Fox

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Consultation Times (Office Hour): Please email Dr. Senan Fox in advance if you wish to meet to discuss your work and studies.

**Keywords:** Bilateral Economic Ties, Bilateral Security Challenges (for example Energy Competition, Increased Military Spending, Maritime Disputes, North Korea, and Taiwan), China's economic and military rise, Chinese Communist Party (CCP), Domestic Politics, Historical controversies and frictions, Japan's relative decline and 'the lost decade' (1990s), Nationalism, Politics of Identity, Post-Cold War era, Post-1945 ties, Sino-Japanese Relations, Tiananmen Square massacre (1989).

#### **Recommended Course Textbook:**

Michael Yahuda (2013), "Sino-Japanese Relations After the Cold War: Two Tiger Sharing a Mountain" (First Edition), Routledge (UK), ISBN-10: 0415843081 / ISBN-13: 978-0415843089, 160 Pages, Price = roughly 3,500 Japanese Yen.

#### **Seminar Objectives:**

- To enable students to gain a knowledge of the main issues that have affected Sino-Japanese relations since the normalization of bilateral ties in 1972
- To introduce students to the historical background of China-Japan relations and how this has influenced the relationship in the present day
- To encourage discussions of the challenges that both Japan and China face in the future and how both countries might deal with these challenges

## *Seminar Plan*

### **THE FIRST QUARTER SEMESTER**

#### **Seminar 1:** Course Introduction

- Teacher and Student Introductions
- Seminar Introduction
- Discussion of Reading Materials
- An Opportunity for Questions and Answers

#### **Seminar 2:** The Legacy of the Past, and Post-World War II Bilateral Relations

#### **Seminar 3:** The 1972 System

#### **Seminar 4:** Post-Normalization (1972) Economic and Sociocultural Interactions

#### **Seminar 5:** Elite-level Chinese Domestic Politics and the issue of Japan

#### **Seminar 6:** Social Change and Bottom Up Nationalism in China

#### **Seminar 7:** Traditional Security Concerns (from Japan's Perspective)

### **BREAK BETWEEN THE FIRST QUARTER SEMESTER AND THE SECOND QUARTER SEMESTER.**

### **THE SECOND QUARTER SEMESTER**

#### **Seminar 1 (8):** New Realities after 1989 - A Changed International and Domestic Environment, and Non-traditional Security Concerns

#### **Seminar 2 (9):** Domestic Politics and Nationalism in Japan

#### **Seminar 3 (10):** Increased Tensions in Maritime Areas - Case Study: The East China Sea Disputes

#### **Seminar 4 (11):** Historical Grievances and State-led (Top down) Nationalism in China

#### **Seminar 5 (12):** 1998 and beyond – the relationship reaches a new low point

#### **Seminar 6 (13):** Historical Controversies – Case Study: the Yasukuni Shrine issue

**Seminar 7 (14):** Conclusion – Sino-Japanese Relations in the Future.  
Conflict Prevention and the Prospects for Peace.

### *Assessment Details*

A student's final grade for one semester quarter will be assessed via two options. The student decides which option to select.

1) Seminar Class Weekly Homework Assignments (50%) **and** one Seminar Presentation (50%).

**OR**

2) Seminar Class Weekly Homework Assignments (50%) **and** one Essay Assignment (50%).

#### **In the first quarter semester**

- 1) Weekly Homework Quizzes = 50%
- 2) **One Essay** = 50% **or** **One Presentation** = 50% (see details below)

#### **In the second quarter semester**

- 1) Weekly Homework Quizzes = 50%
- 2) **One Essay** = 50% **or** **One Presentation** = 50% (see details below)

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1) **Seminar Class Weekly Homework Assignments = 50% AND**

2) **1 Seminar Presentation = 50%**. Your presentation will be graded according to the quality of your presentation. Visit Dr. Senan Fox's website <http://www.senanfox.com/> for examples of effective presentations. Choose a presentation topic from the list of weekly seminar topics shown in the syllabus information.

**Presentation Planning Advice** - For example, its structure - i.e. was it well planned? (for example, does it include bullet-points and titles?), Ideas might include an introduction section, an analytical section (showing the successes and failures with regards to a chosen issue, obstacles to progress etc., and a conclusion section with the presenter's own views and ideas (reinforced with actual examples and facts), Is the

information used directly relevant to the presentation topic? (in terms of the presentation's content and time period i.e. there is usually no need to discuss issues thousands of years ago), Did it include relevant background information about the topic? Did the student effectively use pictures and visual data to enhance the presentation? Did it benefit and assist other students in the seminar?, Did the student use maps, handouts, or other documents in the presentation? Does the presentation include factual information, statistics, illustrations, primary source information (such as extracts from historical or official present-day documents, quotations from NGOs, leaders, combatants, ordinary people, the views of respected scholars etc.)?

Students should avoid vague generalizations that do not refer to any facts or evidence or present a simple chronological narrative of the issue, which does not show any analysis or independent thinking.

Students should also be careful with timekeeping – make sure not to arrive late or to go beyond the presentation time limit (about 20 minutes in total). It is also a good idea to practice in advance of the real presentation in order to avoid IT problems or other complications. Past problems have included incompatible software (Microsoft versus Apple software, outdated software, USB and memory stick problems, computers that cannot connect to the projector etc.)

Do not be afraid to engage or stimulate the audience's attention if you wish. For example, to ask them questions, to ask them do they know about a certain fact, to ask them to comment on a picture or a graph etc.

Please send the teacher a short presentation handout to provide to other students before the presentation seminar. A handout usually consists of two or three pages with bullet-points or a list that the audience can follow while watching the presentation (in order to make notes). If possible, the handout should include information about sources used to complete the presentation (books, websites, etc.)

Presentations should be structured in a clear and easy-to-follow manner. See below for example -

- a) INTRODUCTION - (a brief statement about the issue – for example, 'a brief statement of five to ten sentences about what 'the Yasukuni Shrine' is).
- b) HISTORICAL BACKGROUND – (a chronological description of the background to the issue)
- c) INFORMATION ABOUT WHY CONTROVERSIES RELATING TO YASUKUNI SHRINE HAVE BECOME MORE TENSE SINCE THE 1990S FOR EXAMPLE.
- d) CHALLENGES TO PEACE AND RECONCILIATION IN CONNECTION TO THE CHOSEN ISSUE OR TOPIC (For example, what are the prospects for peace between the opposing sides with regards to the East China Sea disputes? What factors and issues prevent peace and reconciliation? For example, when examining the influence of popular nationalism in China on relations with Japan. What factors and

issues assist the process of peace building and reconciliation? What are the main challenges to peace and reconciliation between the opposing sides?

e) **SUMMARY AND CONCLUSION** (The presenting student should summarize the findings and results of his or her presentation. The student should also display a solid analysis of the issue and of its key characteristics, and propose possible solutions and ways in which the opposing sides could develop peaceful relations and minimize tensions in relation to the presentation topic.

From a presentation guidance website (see the source below):

*“Presentations need to be very straightforward and logical. It is important that you avoid complex structures and focus on the need to explain and discuss your work clearly. An ideal structure for a presentation includes:*

- *a welcoming and informative introduction;*
- *a coherent series of main points presented in a logical sequence;*
- *a lucid and purposeful conclusion.”*

For more advice on making presentations, please see the following link:

<http://www2.le.ac.uk/offices/ld/resources/presentation/structuring-presentation>

**OR**

**3) One Essay Assessment = 50%** (see details below)

### ***Essay Assessment***

1. If you choose the essay assessment option, you must complete it entirely in English.
2. **At least 50% of the books and sources used must be English language sources.** Non-native English speakers can use Japanese or other non-English language books and sources but the maximum percentage of sources allowed is 50% of the total number of books and sources used. For example, if a student used six books in total then three non-English language books are allowed. Please reference non-English language sources in both English and the source’s language (for example, Japanese). Of course, if a student wishes, he or she can write the essay using only English language sources.
3. Please use sources from the university library, Senan Fox’s office, Senan Fox’s website (<http://www.senanfox.com>) or elsewhere. Please see advice and suggestions on essay writing below.

4. The essay must be **at least 1000 words long (minimum)**. This word limit does not include the bibliography (the list of books and other sources used to write the essay).
5. The deadline for submitting the essay is **the day of the Seminar 7 (First Quarter Semester) or Seminar 14 (Second Quarter Semester) at 5pm**. It depends on when you decide to write the essay i.e. in the first quarter semester or in the second quarter semester.
6. Students must submit **both a hard-copy and an email with the essay attached before the deadline** to a) Dr. Senan Fox's office – (Room 3522 人間社会 5 号館 ) and b) to Dr. Senan Fox's email address – **senanfox@staff.kanazawa-u.ac.jp**  
The submitted essay hard copy and the email attachment essay must be exactly the same essay.
7. Late submissions (after the deadline) will be penalized.
8. Please **choose only one question** from the questions shown below.

## Essay Questions

Students must choose one **essay question** from the list shown below.

1. In your opinion, what were the strengths and weaknesses of bilateral relations between Japan and China between 1972 and 1989?
2. To what extent is it fair to say that the Sino-Japanese relationship since 1989 have been characterized as a relationship of `hot economics` but `cold politics`?
3. To what extent did domestic political changes within China and Japan after 1989 contribute to a more difficult bilateral relationship?
4. Discuss the reasons why historical controversies remain such a sensitive and destabilizing issue between Japan and China. Provide specific examples to reinforce your essay.
5. Critically evaluate the present and future challenges that exist between China and Japan in terms of building a more stable, harmonious, and prosperous relationship.

## Suggested Course of Action for Writing an Essay

The following guidelines are a suggested course of action if you wish to successfully complete the essay assessment and to perform to your best ability. **This is not compulsory nor will it be graded** (essay plans and initial drafts for example) but it is recommended.

1. Think carefully about the essay question that you would like to choose. Think about the types of books and other sources you will use when writing the essay. Please use the reading material used in the seminar. You are also

welcome to use other sources (in the library, from the internet, from Dr. Senan Fox's office etc.). If you have any questions or uncertainties, then please ask Dr. Senan Fox.

2. Submit an essay plan to Dr. Senan Fox. Arrange a meeting with Senan to discuss the essay in more detail and to receive feedback. Think carefully about how you will structure the essay. Ask yourself:

- 'What books or other sources will I use?'
- 'Have I taken care not to use unreliable sources such as 'Wikipedia'?'
- 'What argument will I make?'
- 'Have I taken care not to simply write a narrative-type essay with no argument and no independent thinking or opinions?'
- 'Will I agree with the question, disagree with the question, or find a middle ground when writing the essay?' (for example, agree then disagree and then conclude with my own opinions),
- 'How many paragraphs will I include in the essay?'
- 'Have I included the views and opinions of scholars and writers in my essay?'
- 'Have I correctly referenced all sources used in my essay, for example, .... (Drifte, 2003:187) or footnotes or endnotes?'
- Can I show the reader from where exactly I found information that is not my own? (Author, Book Publication Year, Page Number).
- 'Does my bibliography include full information about all books and other sources used when writing the essay?'

3. Submit a rough initial draft of the essay to Dr. Senan Fox. Use this time to ask more questions, to receive feedback, to make extra changes, to find some new books and sources, and to improve the essay before the real submission date.