

# IS 332X: Politics in East Asia

Howard Sanborn, Ph.D.

Meeting Time: 1300-1350 MW, 1315-1405 F in 449 SSH

Office Hours: 1400-1500 MWF in 433 SSH

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## Course Sites

Important information for this course will be posted both on Canvas and on LTC Sanborn's ePortfolio site: <http://sites.vmi.edu/sanbornhb>. Lecture notes, links to the readings, discussion forums and the most up-to-date copy of the syllabus will be available on these pages.

## Course Goals:

This class is an introduction to the study of various systems and cultures of East Asia. We will study the institutions, processes, and cultures of a number of important states: China, Taiwan, Japan, and Korea (North and South). Our goal is to discern how citizens in these countries interact and respond to their leaders, especially through democratic processes. We will also review the security and economic concerns of these countries, and evaluate the intersection of traditional culture and global society. Ultimately, we will use the wide variation in government types across these systems to both discern the unique characteristics of each society, as well as to make larger assessments of authoritarian and democratic regimes. This will, of course, help us accomplish a series of learning outcomes, including the ability to identify cultures of the world and the components and practices that distinguish them, while simultaneously gaining appreciation for a cultures distinctiveness through the course texts and discussion.

## Requirements and Grading

### Blog:

To make sure you stay on top of the reading load, I require you to create a blog on your ePortfolio site. The goal is not to summarize the articles, but to demonstrate that you have done the reading by connecting themes of the class together and posing questions for further discussion. These entries will serve you quite well in preparation for the final exam.

You should submit these several times a week, without exception; you will receive a grade each weekend for the previous week's blogs. The blogs will be graded according to the following characteristics:

- Creativity: The student effectively connects readings and discussions in class together, and/or outside sources to course material
- Consistency: The student is publishing frequently **and** regularly
- Criticism: The student makes incisive and probing observations about the readings.

Bonus points for creativity to students who upload critical **video** responses to the discussion/movies/documentaries. These can be simple iPhone movies, uploaded to YouTube or Vimeo, and embedded in your ePortfolio site. A two-minute video would be enough to earn you close to the maximum 10 points on creativity.

Another good way to gain creativity points is to upload your thoughts on the eating habits of people across Asia from the Watson book. You may, for example, go to McDonald's and try to capture how your meal would differ from someone in, say, Japan or China. What makes the McDonald's experience different for

you than someone in South Korea? If you were to rearrange the menu or even the building, how would you go about it? Feel free to take pictures, make videos, create drawings, or submit sketches. Throughout all of this, think on how you would approach your experience differently if you were a product of the cultures we study.

These will be graded on a weekly basis. Each of the characteristics will be graded on a zero (no evidence) to ten (full evidence) scale. In total, the blogs will count as **20%** of your final grade. Do stay on top of these; there will be no make-ups and no exceptions available.

## Research Project Proposal

As part of your work in this course, you will submit a proposal for a research project to answer a question of your choosing about Asia. This assignment will be worth, in total, **20%** of your grade and will be completed in stages.

- First, you will meet with me, one-on-one, to discuss potential research projects. This will occur by the middle of February.
- Second, you will submit a working bibliography. This will include paragraph-length summaries of five sources from the academic/policy literature.
- Third, you will submit a 1500-word research proposal that incorporates your working bibliography and notes from class. You will pose a question, provide context for that question, provide a preliminary review of sources, and a brief description of how you propose to evaluate that question. This should be grounded in reality; assume that you are asking for funds to complete your research during the following year. You can use Lim's book as a guide to how political scientists conduct research in Asia.

A draft of this proposal will be due on Friday, 10 April. I will provide comments to you by the following Monday and you will present your proposal in class for feedback during the last week of classes. The final research proposal is due CAD 27 April.

## Cultural Experience

This course helps you meet your Civilizations and Cultures requirement and you will complete assignment that should deepen your understanding of Asia. In this instance, I will have you complete two assignments on your knowledge about the region. You will be given more information later in September, but the assignments will be centered around a virtual exchange we will conduct with students from a university in Hong Kong. The first part of the assignment will be due on 10 October. The second part of the assignment, including a brief reflection on the experience, will be due on 10 November. This experience will count as **20%** of your final grade.

## Paper

There will also be a reflective essay, that will be worth **10%** of your grade. The goal for this assignment is to synthesize your knowledge of Asian cultures and practices gathered from assignments completed for the course. The prompt is as follows:

“Write a three- to five-page reflective essay in which you identify some of the significant products and practices of the culture(s) you have studied. To develop and illustrate your focus for the essay, you should discuss the ways in which the activities and assignments you've selected as artifacts have informed and shaped your learning by making specific reference to them. Use the style of documentation (e.g., MLA, APA, or The Chicago Manual of Style) suggested by your instructor to clearly document references.

### Requirements:

The reflective essay should develop from a clear, compelling focus that is organized, thoroughly developed

with relevant examples drawn from ePortfolio artifacts, cohesively structured, and expressed in clear, carefully edited sentences.

For the reflective essay, you will draw on artifacts from a rich assemblage of work that you have created over the course of the semester. Though no minimum number of artifacts is required to be placed in the “showcase” ePortfolio and discussed in the reflective essay, you should have a sufficiently large number of completed assignments and activities in the “workspace” ePortfolio so that you may choose from among them to select those that help you advance and develop your thesis most effectively.

The reflective essay will contribute to your final course grade. (The weight of the assignment will be determined by your instructor but must count a minimum of ten percent in all Civilizations and Cultures courses.) The assignment must be submitted by the last day of classes, which is the Institute’s deadline for submission of written work.”

For all written assignments, note the word count at the top of the page and certify the accuracy of your count with your initials. Word counts do not include your name, quotes from the author, or bibliography.

Also, do not use quotes of any kind in your blogs or papers; say what another author has said in your own words and cite. **Assignments with quotes will be left ungraded and you will receive a zero.**

Citations are absolutely necessary and must conform to Chicago style (see attached Appendix C). Make sure you note exactly where in the article or book you found the information you cited. The inclusion of quotations from the authors, the lack of a word count, and/or the failure to include citations properly will result in a zero on your assignment.

Questions about the reflective essay should be brought up sooner rather than later. Your goal in completing this assignment should be to weave in artifacts, drawn from the assignments above (blogs, exams, creative projects) to support your conclusions about the distinctiveness of the cultures discussed in the class. Please see the Pre-Writing Prompt (Appendix D) for more information on where to start with your reflective essay. In addition, the rubric by which your essay will be graded is included at the end of this syllabus (Appendix E).

**A draft of the reflective essay is due on 3 November. The due date both to turn in the final draft of the reflective essay and the larger ePortfolio is 12 December. The ePortfolio should contain your reflective essay, your selected artifacts, and a reflective tag for each artifact.** If you do not submit the complete ePortfolio by this date, then you will fail the course.

## Reading and Discussion

Reading and participation make up the final component of your grade (**10%**). To make the load more manageable, I will randomly assign you into one of four teams; I will do this after the add/drop period closes and the course roster is set. You and your fellow team members will read your assigned piece and be ready to present on it in class. Any team member should be ready to lead discussion. Once a quarter, I will ask you to submit a report on the preparedness, effort, commitment, and accuracy of your teammates and this will contribute to your grade.

You should never be at a loss to say something. Discuss issues or concerns you had with that day’s reading. Relate the reading to current events. Compare the reading for the day to the reading from a previous day. Respond to some of your classmates’ blog posts. I really want you to talk out some of the ideas you have; it is often the best way to process some of the more “heavy” topics we will cover.

## Exams:

There will be a cumulative final exam worth **20%** of your grade.

## Required Texts:

Calder, Kent E. and Francis Fukuyama (eds). 2008.

East Asian Multilateralism: Prospects for Regional Stability

Paperback: 296 pages, Publisher: The Johns Hopkins University Press (March 10, 2008), ISBN-10: 0801888492, ISBN-13: 978-0801888496

Lim, Timothy C. 2014.

Politics in East Asia: Explaining Change and Continuity

Textbook Binding: 420 pages, Publisher: Lynne Rienner Publishers (March 17, 2014), ISBN-10: 1626370559, ISBN-13: 978-1626370555

Watson, James (ed). 2006.

Golden Arches East: McDonald's in East Asia, Second Edition

Paperback: 280 pages, Publisher: Stanford UP; 2nd edition (March 14, 2006), ISBN-10: 0804749892, ISBN-13: 978-0804749893

**Note: All readings below marked on the syllabus with an \* are available on Canvas.**

## Schedule

### Week 1: 1 September - 5 September

Wednesday: Introduction to the course

Friday: How Do We Study Asia?

**Read:**

Lim (2014):

Chapter 1, Explaining Change and Continuity in East Asia

### Week 2: 8 September - 12 September

Monday: Issues in East Asia-Regionalism

**Read:**

Calder and Fukuyama (2008):

Calder, "Critical Junctures and the Contours of Northeastern Asian Regionalism."

Cummings, "The History and Practice of Unilateralism in East Asia."

Wednesday: Issues in East Asia-Aging

**Read:**

\*Mason, Andrew and Sang Hyop Lee, "Population Aging and Economic Progress in Asia: A Bumpy Road Ahead?" East-West Center: AsiaPacific Issues. Paper Number 99 (February 2011).

\*Westley, Sidney, Minja Kim Choe, and Robert D. Retherford, "Very Low Fertility in Asia: Is there a Problem? Can it be Solved?" East-West Center: AsiaPacific Issues. Paper Number 94 (May 2010).

Friday: *Issues in East Asia: Performance of the State*

\*Park, Chong-Min and Yu-tzung Chang. "Regime Performance and Democratic Legitimacy." In Diamond, Larry, Marc F. Plattner, and Yun-han Chu (eds). *Democracy in East Asia: A New Century*. Baltimore: Johns Hopkins University Press, 2013.

\*Pei, Minxin. "Is CCP Rule Fragile or Resistant?" *Journal of Democracy*. 23. no. 1 (January 2012): 27-41.

### **Week 3: 15 September - 19 September**

Monday: *Economic Growth: The Asian Tigers*

**Read:**

Lim (2014):

Chapter 2, From Poverty to Prosperity in One Generation: Explaining the Economic East Asian "Miracle." pp 33-56.

Wednesday: *Economic Growth: The Asian Tigers*

**Read:**

Lim (2014):

Chapter 2, From Poverty to Prosperity in One Generation: Explaining the Economic East Asian "Miracle." pp 56-87.

Friday: *Economic Growth in East Asia: Rise and Fall*

**Read:**

Lim (2014):

Chapter 3, Crises and Malaise: Whither the East Asian Miracle? pp. 89-105

### **Week 4: 22 September - 26 September**

Monday: *Economic Growth in East Asia: Rise and Fall (and Rise?)*

**Read:**

Lim (2014):

Chapter 3, Crises and Malaise: Whither the East Asian Miracle? pp. 105-128

Wednesday: *Economic Growth in East Asia: Capitalism's Promise?*

**Read:**

Lim (2014):

Chapter 4, Capitalism or Bust? China's Rise and North Korea's Decay. pp. 129-149

Friday: *Economic Growth in East Asia: Capitalism's Promise?*

**Read:**

Lim (2014):

Chapter 4, Capitalism or Bust? China's Rise and North Korea's Decay. pp. 149-181

### **Week 5: 29 September - 3 October**

Monday: *Economic Growth in East Asia: The Present*

**Read:**

\*Wong, Joseph. "From Development States to Welfare States." In Diamond, Larry, Marc F. Plattner, and Yun-han Chu (eds). *Democracy in East Asia: A New Century*. Baltimore: Johns Hopkins University Press, 2013.

\*Rigger, Shelley. "An Opportunity Full of Threats': Cross-Strait Economic Interaction." *Why Taiwan Matters: Small Island, Global Powerhouse*. Lanham, MD: Rowman&Littlefield, 2011.

Wednesday: *Governance in East Asia: Democratic Development*

**Read:**

Lim (2014):

Chapter 5, Political Change in Japan, South Korea, and Taiwan. pp. 183-205

Friday: *Governance in East Asia: Democratic Development*

**Read:**

Lim (2014):

Chapter 5, Political Change in Japan, South Korea, and Taiwan. pp. 205-230

## Week 6: 6 October - 10 October

Monday: *Governance in East Asia: Democratic Consolidation*

**Read:**

Lim (2014):

Chapter 6, Democracy After Transition.

Wednesday: *Governance in East Asia: The East Asian Model and the Third Wave*

\*Reilly, Benjamin. "Parties, Electoral Systems, and Governance." In Diamond, Larry, Marc F. Plattner, and Yun-han Chu (eds). *Democracy in East Asia: A New Century*. Baltimore: Johns Hopkins University Press, 2013.

\*Chu, Yun-han and Hyug Bae Im. "The Two Turnovers in South Korea and Taiwan." In Diamond, Larry, Marc F. Plattner, and Yun-han Chu (eds). *Democracy in East Asia: A New Century*. Baltimore: Johns Hopkins University Press, 2013.

Friday: *Cultural Project*

**Cultural Project, Part 1 Due CAD: Class will NOT meet**

## Week 7: 13 October - 17 October

Monday: *Governance in East Asia: A Unique Case Study of Hong Kong*

\*Lam, Wai-man. "Political Context." In Lam, Wai-man, Percy Luen-tim Lui, and Wilson Wong. *Contemporary Hong Kong Government and Politics*. 2nd edition. Hong Kong: Hong Kong University Press, 2012

Wednesday: *Governance in East Asia: A Unique Case Study of Hong Kong*

\*Ming, Sing and Yuen-sum Tang. "Mobilization and Conflicts over Hong Kong's Democratic Reform." In Lam, Wai-man, Percy Luen-tim Lui, and Wilson Wong. *Contemporary Hong Kong Government and Politics*. 2nd edition. Hong Kong: Hong Kong University Press, 2012

Friday: *Governance in East Asia: A Unique Case Study of Hong Kong*

\*Ma, Ngok. "Political Parties and Elections." In Lam, Wai-man, Percy Luen-tim Lui, and Wilson Wong. *Contemporary Hong Kong Government and Politics*. 2nd edition. Hong Kong: Hong Kong University Press, 2012

## Week 8: 20 October - 24 October

Monday: *Governance in East Asia: A Unique Case Study of Hong Kong*

\*Lam, Wai-man. "Political Identity, Culture, and Participation." In Lam, Wai-man, Percy Luen-tim Lui, and Wilson Wong. *Contemporary Hong Kong Government and Politics*. 2nd edition. Hong Kong: Hong Kong University Press, 2012

Wednesday: *Governance in East Asia: A Unique Case Study of Hong Kong*

\*Cheung, Peter T.Y. "The Changing Relations Between Hong Kong and the Mainland Since 2003." In Lam, Wai-man, Percy Luen-tim Lui, and Wilson Wong. *Contemporary Hong Kong Government and Politics*. 2nd edition. Hong Kong: Hong Kong University Press, 2012

Friday: *Governance in East Asia: Participation*

\* Sanborn, Howard. "Citizen Participation in Asia: The Determinants of Democratic Action."

## Week 9: 27 October - 31 October

Monday: *Society and Culture: China*

### Read:

Yuan, Yunxiang. "McDonald's in Beijing: The Localization of Americana." In Watson, James L. (ed). *Golden Arches East: McDonald's in East Asia*. (2nd edition). Stanford, CA: Stanford University Press, 2006.

Wednesday: *Society and Culture: Hong Kong*

Watson, James L. "McDonald's in Hong Kong: Consumerism, Dietary Change, and the Rise of a Children's Culture." In Watson, James L. (ed). *Golden Arches East: McDonald's in East Asia*. (2nd edition). Stanford, CA: Stanford University Press, 2006.

Friday: *Society and Culture: Taiwan*

### Read:

Wu, David Y.H. "McDonald's in Taipei: Hamburgers, Betel Nuts, and National Identity." In Watson, James L. (ed). *Golden Arches East: McDonald's in East Asia*. (2nd edition). Stanford, CA: Stanford University Press, 2006.

\*Fell, Dafydd. "Competing National Identities." *Government and Politics of Taiwan*. New York: Routledge, 2012.

## Week 10: 3 November - 7 November

Monday: *Reflections on Asia*

**Reflective Essay Draft Due CAD: Class WILL meet**

Come prepared to talk about your reflective essay drafts.

Wednesday: *Society and Culture: South Korea*

### Read:

Bak, Sangmee. "McDonald's in Seoul: Food Choices, Identity, and Nationalism." In Watson, James L. (ed). *Golden Arches East: McDonald's in East Asia*. (2nd edition). Stanford, CA: Stanford University Press, 2006.

\*Kihl, Young Whan. "Taking Culture Seriously: Confucian Tradition and Modernization." *Transforming Korean Politics: Democracy, Reform, and Culture*. Armonk, NY: M.E. Sharpe, 2005.

Friday: *Society and Culture: Japan*

### Read:

Ohnuki-Tierney, Emiko. "McDonald's in Japan: Changing Manners and Etiquette." In Watson, James L. (ed). *Golden Arches East: McDonald's in East Asia*. (2nd edition). Stanford, CA: Stanford University Press, 2006.

\*Penney, "'The Most Crucial Education': Saotome Katsumoto and Japanese Anti-War Thought."

## Week 11: 10 November - 14 November

Monday: *Cultural Project*

**Cultural Project, Part 2 Due CAD: Class will NOT meet**

Wednesday: *Security in East Asia: America in the Region*

**Read:**

Calder and Fukuyama (2008):

Ikenberry, "A New Order in East Asia?"

Fukuyama, "The Security Architecture in Asia and American Foreign Policy."

Friday: *Security in East Asia: South Korea*

**Read:**

Calder and Fukuyama (2008):

Lee, "Korean Perspectives on East Asian Regionalism."

\*Myers, "South Korea's Collective Shrug."

## **Week 12: 17 November - 21 November**

Monday: *Security in East Asia: Japan*

**Working Bibliography Due**

**Read:**

Calder and Fukuyama (2008):

Togo, "Japan and the New Security Structures of Asian Multilateralism."

\*Bush, Richard. "Navies, Air Forces, Coast Guards, and Cyber Warriors." *The Perils of Proximity: China-Japan Security Relations*. Washington, D.C.: Brookings, 2010.

Wednesday: *Security in East Asia: Taiwan*

**Read:**

\*Bush, Richard. "If a Settlement is not Possible?" *Untying the Knot: Making Peace in the Taiwan Strait*. Washington, D.C.: Brookings, 2005.

\*Rigger, Shelley. "Making Peace with the China Inside and the China Outside." *Why Taiwan Matters: Small Island, Global Powerhouse*. Lanham, MD: Rowman&Littlefield, 2011.

Friday: *Security in East Asia: China*

**Read:**

Calder and Fukuyama (2008):

Kuik, "China's Evolving Multilateralism in Asia."

Rosen, "China and the Impracticality of Closed Regionalism."

## **Week 13: 24 November - 28 November**

Monday: *Security in East Asia: China*

**Read:**

\*Sutter, "Chinese National Security Policy"

Wednesday: **Thanksgiving Furlough: No Class**

Friday: **Thanksgiving Furlough: No Class**

## **Week 14: 1 December - 5 December**

Monday: *North Korea*

\* excerpt from Myers, BR. *The Cleanest Race: How North Koreans See Themselves and Why It Matters*. Brooklyn, NY: Melville House, 2011.

Wednesday: *The Promise of Democracy?*

Lim (2014):

Chapter 7, The Prospects for Political Change in China and North Korea.

\*Fell, Dafydd. "Taiwan after 2000." *Government and Politics of Taiwan*. New York: Routledge, 2012.

Friday: *Research Proposal*

**Research Proposal Drafts Due CAD: Class will NOT meet**

## **Week 16: 8 December - 12 December**

Monday: *Student Presentations*

Wednesday: *Student Presentations*

Friday: *Student Presentations*

**Final Reflective Essay Draft Due CAD**

**Final Research Proposal Due CAD: Class WILL meet**

## **Final Exam**

The final examination will be held on Monday 15 December from 1400-1700. Makeups and changes to the schedule will only be made according to the Fall Semester Exam Orders (Memorandum Number 4) posted on 15 August 2014.

## **Additional Concerns**

### **Grades and Test Review:**

I will not discuss grades over e-mail or in the classroom. I will only discuss them during a set appointment time. This is as much to respect your privacy, as it is to organize the presentation of your marks.

### **Disabilities and Accommodations:**

Please let me know within the first week of class if any of you require assistance or special consideration. I can make accommodations for those who need them but must be informed of these in advance. Any requests for accommodation based on a disability must be documented with the Registrar's office.

### **Academic Honesty:**

All work completed in your name must be yours and yours alone. Any work you borrow or ideas you gather from other sources must be cited properly. Please see me if you are concerned about proper citation style. Any attempt to present someone else's work as your own will be met with the harshest consequences. You will receive an F for the assignment, an F for the course, and will be referred to the Honor Court for expulsion. For further information, please see the College's webpage.

## Restrictions:

No tobacco products, food, beverages, or gum are allowed. Profanity and racial or gender slurs will not be tolerated. Cadets who misuse personal electronic devices in class will be subject to punishment.

## Appendix A: Work for Grade Policy:

Development of the spirit as well as the skills of academic inquiry is central to the mission of VMI's Academic Program. As a community of scholars, posing questions and seeking answers, we invariably consult and build upon the ideas, discoveries, and products of others who have wrestled with related issues and problems before us. We are obligated ethically and in many instances legally to acknowledge the sources of all borrowed material that we use in our own work. This is the case whether we find that material in conventional resources, such as the library or cyberspace, or discover it in other places like conversations with our peers.

Academic integrity requires the full and proper documentation of any material that is not original with us. It is therefore a matter of honor. To misrepresent someone else's words, ideas, images, data, or other intellectual property as one's own is stealing, lying, and cheating all at once.

Because the offense of improper or incomplete documentation is so serious, and the consequences so potentially grave, the following policies regarding work for grade have been adopted as a guide to cadets and faculty in upholding the Honor Code under which all VMI cadets live.

Cadets' responsibilities

"Work for grade" is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet's own work. "Cadet's own work" means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet's own work and ideas and the work and ideas of others is known as plagiarism. Proper documentation clearly and fully identifies the sources of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases, and documentation.

In all written work for grade, the cadet must include the words "HELP RECEIVED" conspicuously on the document, and he or she must then do one of two things: (1) state "none," meaning that no help was received except as documented in the work; or (2) explain in detail the nature of the help received. In oral work for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one's feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage. If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court.

Each cadet bears the responsibility for familiarizing himself or herself thoroughly with the policies stated in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should be no confusion, however, on

the basic principle that it is never acceptable to submit someone else's work, written or otherwise, formally graded or not, as one's own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

## **Appendix B: Department of International Studies & Political Science Work for Grade Policy:**

Work for Grade in this department is generally of the following types.

1. Written quizzes, tests, or examinations
2. Book reviews
3. Research Papers, policy memoranda, briefing papers, and discourse analysis— identification and analysis of the critical differences in the findings and opinions of scholars on issues of interest to the discipline.

Cadets are permitted and encouraged to study with their peers to prepare for quizzes, tests and exams. However, when a cadet takes either written or oral quizzes, tests, and examinations, answers must be his/her own work without help from any other source including notes or consultation with others.

In the case of book reviews, research and other papers, as described in “2” and “3” above, research and composing of such works must be done by the cadet alone. Cadets are permitted to use spell and grammar-checking facilities.

IS cadets are encouraged to make use of all VMI tutoring services to receive critical comments (defined above). Cadets who do so and mark “Help Received” will not receive a lower grade on an assignment. Cadets are also permitted to seek critical comments on their written work from their peers. However, proof-reading and editing (defined above) of a cadet's written work is not permitted.

Any exceptions to these rules, including the use of tutors, collaboration among cadets, and the use of computer style, spell and grammar checkers; must be explained in writing by the course instructor. Instructors are at liberty to stipulate exceptions only with the written approval of their department head.

**If you have any questions about the application of these rules, consult your instructor. Do not leave anything to chance.**

Colonel James J. Hentz, Professor and Head

## Appendix C: Chicago Manual of Style Formatting Guidelines Guidelines taken from BG Brower’s “Grand Strategy in the 20th Century” course.

For more information, please see The Chicago Manual of Style’s website: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

### Bibliographic Entry Formats

Judis, John B. “Obama and American Power,” *The New Republic* (March 28, 2011). <http://www.tnr.com/print/article/world-and-american-power>

Katzman, Kenneth. “Afghanistan: Post-War Governance, Security and U.S. Policy,” Congressional Research Service Report for Congress, November 1, 2007. <http://fpc.state.gov.documents/organization/96427.pdf>

Krepinevich, Andrew F. “The Pentagon’s Wasting Assets: The Eroding Foundations of American Power,” *Foreign Affairs* (July/August 2009): 18-33.

Nye, Joseph S., *Soft Power: The Means to Success in World Politics*. New York: Public Affairs, 2004.

U.S. Department of State. Bureau of Democracy, Human Rights and Labor. “Report on the Taliban’s War against Women,” November 17, 2001. <http://www.state.gov/g/drl/rls/6185.htm>.

### Footnote/Endnote Formats

#### On-line Journal:

John B. Judis, “Obama and American Power,” *The New Republic* (March 28, 2011). <http://www.tnr.com/print/article/world-and-american-power>

#### On-line Government Report:

Kenneth Katzman, “Afghanistan: Post-War Governance, Security and U.S. Policy,” Congressional Research Service Report for Congress, November 1, 2007, 34. <http://fpc.state.gov.documents/organization/96427.pdf>

#### Print Journal Article:

Andrew F. Krepinevich, “The Pentagon’s Wasting Assets: The Eroding Foundations of American Power,” *Foreign Affairs* (July/August 2009): 20.

#### Book:

Joseph S. Nye, *Soft Power: The Means to Success in World Politics* (New York: 2004), 52.

#### On-line Government Document:

U.S. Department of State. Bureau of Democracy, Human Rights and Labor. “Report on the Taliban’s War against Women,” November 17, 2001., 75. <http://www.state.gov/g/drl/rls/6185.htm>.

### Additional Notes

- Full footnote or endnote citation is required the first time the source is cited (e.g. Joseph S. Nye, *Soft Power: The Means to Success in World Politics* (New York: 2004), 52.)
- Use *Ibid.* with appropriate page number if citing the source in the immediately preceding footnote or endnote (e.g. *Ibid.*, 33).
- Use author’s last name and page number when using previously cited sources (e.g. Nye, 57.)

## Appendix D: Instructions for Students

### Preparing to Write the Reflective Essay

As a student in a Civilizations and Cultures course, you have been asked to reflect on your learning experiences periodically throughout the semester. The goal of this approach – a theory of reflective learning advanced by 20th century educational philosopher, John Dewey – is to cultivate a habit of mind that enables you to articulate not only **what you know, but also how you came to know it. In this culminating assignment, you are invited to write a reflective essay that will lead you to contemplate the connections between what you have done (e.g., assignments in the course) and what you have learned – and ultimately how both have influenced you or your thinking about the culture you have studied.**

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**As you undertake the process of this final reflection, you'll find it helpful to spend some time responding to the questions below which are designed to help you generate and discover a compelling and viable thesis/focus to develop in the reflective essay.**

1. As you reflect on the cultural communities you have been studying, take time to generate specific examples in response to each question below. Some might find it useful to make lists, map clusters of ideas, or write short paragraphs.  
What are the various cultural products, practices, and/or perspectives of this community (or communities)?  
What activities and assignments in the course have facilitated your learning about the culture(s)?
2. Once you have generated some ideas in response to the questions above, now identify some of the more salient products and practices of the target culture(s) you have studied. Which products and practices best represent the target culture(s) and why? Your goal is to articulate what you have come to know about the culture(s) that you can present as significant in some way.
3. With these products and practices in mind, identify the course activities and assignments (that you've collected as artifacts) which have informed and shaped your understanding of the culture(s). Consider their relationship to one another. These are the artifacts that you'll present and analyze as you discuss the process of your learning, or how you came to understand the products and practices of the culture you studied.
4. By this point, you should have some sense of the ideas you'd like to present in the essay. After reading the formal writing prompt for the reflective essay assignment, try to express in a nutshell what you want to say in the essay, and why it's worth saying. You could do this by writing down a couple of sentences or by talking with a classmate or your instructor. After you get some feedback to the ideas, you're probably ready to start writing the initial draft of the essay.

## Appendix E: Holistic Scoring Rubric ePortfolio “Reflective” Essay for Civilizations and Cultures Courses

	<b>UNDERSTANDING OF CULTURAL COMPONENTS</b>	<b>ANALYSIS OF ePORTFOLIO ARTIFACTS</b>	<b>REFLECTION ON LEARNING</b>
“5” RATING	Advances a complex, insightful thesis/ focus for the essay that demonstrates knowledge of the products/ practices of the target community(ies), civilization(s), or culture(s)	Presents a complex, insightful analysis of a selection of substantive, varied, and revealing artifacts which fully support and develop the essay’s thesis/focus.	Meaningfully reflects on the relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
“4” RATING	Advances an effective thesis/ focus for the essay that demonstrates knowledge of the products/ practices of the target community(ies), civilization(s), or culture(s)	Presents an effective analysis of a selection of relevant and varied artifacts which effectively support and develop the essay’s thesis/focus.	Thoughtfully reflects on the relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
“3” RATING	Advances a clear thesis/ focus for the essay demonstrates knowledge of the products/ practices of the target community(ies), civilization(s), or culture(s)	Presents a clear analysis of a selection of appropriate and varied artifacts, which loosely support and develop the essay’s thesis/focus.	Adequately reflects on relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
“2” RATING	The thesis/ focus for the demonstrates knowledge of the products/ practices of the target community(ies), civilization(s), or culture(s), but may be simplistic or stereotyped in thought.	A weak analysis, which may be attributed to a poor selection of artifacts either in terms of relevance, diversity, or quality.	Describes learning experiences
“1” RATING	Thesis/ focus for the essay does not demonstrates knowledge of the products/ practices of the target community(ies), civilization(s), or culture(s) and is unclear or fails to address the prompt.	Fails to include or discuss artifacts.	Does not discuss relevant learning experiences