PP 5193: Asian International and Strategic Thought
Lee Kuan Yew School of Public Policy, National University of Singapore
Class Timings: Tues, 2-5 pm
Classroom: SR 3-5
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Course Description

This course is about Asian international and strategic thought, in particular the international and strategic thought of four of China, India, Japan, and Singapore. It asks: how have these four key countries thought about international relations and about how to deal with threats to national security. The objective here is to identify key values, principles, concepts, and lines of argument developed by leaders and thinkers and to compare and contrast these to each other and to Western thought. What is the range of thinking in Asia? How has Asian thought changed over time? In the case of China and India, as rising powers will their past and contemporary thought influence how we think about international order? Students will read the writings of leaders and thinkers in English or English translation as well as interpretive writings by country experts.

At the heart of International Thought is the question of order. Is order based on the threat and use of force, the existence of rules and institutions, or deeper acknowledgment of a common humanity? Should order be primarily between countries or should order transcend national boundaries and apply to all human beings? At the heart of Strategic Thought, is the question of how states can use their national resources – military, diplomatic, economic, cultural – to enhance their security from external and internal threats. How have Asians thought about these issues? How does Asian thought compare to various streams of Western thought? What are the similarities and differences between various Asian currents? How does Asian thinking influence their policies? These are the questions that will be central to the classes and assignments.

Course Objectives

This course is aimed to help students:
• Get an overview of the main streams of international and strategic thought in China, India, Japan, and Singapore by reading leading thinkers of those societies and important secondary interpretations
• Develop a comprehension of the range of thinking and why it is important for the policies of these countries
• Understand key thinkers and conceptualizations
• Think critically and analytically about Asian thought
• Assess if and how Asian thought gives us insights into international life and strategy and what the similarities and differences may be between the four traditions as well as between Asia and the West
• Write a paper on a key topic or debate on international and strategic thought within one or more of the four countries.

**Readings and Class Sessions**

The readings for the course are mostly online. You can access them using JSTOR, the Muse Project, various websites as indicated in the Course Structure, or the Library (e.g. if they are e-books). I will also put materials on IVLE when and if necessary.

I have tried to keep the readings to a manageable amount. You are expected to do all the starred readings (*) prior to class. Students are encouraged to do the other readings but those are not compulsory: however, they should be helpful for the short papers and term paper. After the first lecture, the course will be conducted seminar style, with the instructor lecturing initially to set the context and then having the class open up to student presentations on the subject. The number of student presentations will depend on the number of students in the course. After the student presentation, the instructor will lecture on the topic and then the class session will open up to more general discussion amongst all the students and the instructor.

It is important to bear in mind that the approach here is twofold: a critical assessment of the concepts and arguments presented in the readings; and a problem-solving concern in which we think about the implications for the foreign and security policies of these countries.

**Assessment**

Students will be assessed in the following ways:

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<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Term paper</td>
<td>40%</td>
<td>In class Week 13</td>
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<tr>
<td>Short paper 2</td>
<td>20%</td>
<td>In class Week 9</td>
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Short paper 1  20%  Due date: in class Week 5
Class presentation 10%
Participation 10%

The term paper will be 4000 words in length (the bibliography is not included in the 4000 words. The precise subject of the term paper should be discussed and finalized with the instructor. It should deal with a key thinker or tradition of thinking in one country. The paper should try elucidate some of the key principles and lines of argument of the thinker or tradition and to ask if those principles and lines of argument have affected policy.

The short papers will be 2000 words in length. They are intended to be “reaction” papers and should assess the readings from the point of view of a policy maker – what would he or she “get” from the readings? You can choose the readings from any 2 weeks to which you will react.

In all assessments, students will also be judged on organization, clarity of expression, and presentation of the material (proper footnoting and references, correct use of subheadings, etc., in the papers). There will be penalties for late submission of the short and term paper. The grading scale is from F (Fail) to A+ (Excellent).

Please Note: The NUS norm is that no more than 30 percent of the students in a class should get A grades.

Plagiarism and Academic Honesty

The LKY School’s Academic Code of Conduct lists academic integrity as one of six important values. According to this Code, we have agreed to ‘make every effort to understand what counts as plagiarism and why this is wrong’. Plagiarism is “The unattributed use of a source of information that is not considered common knowledge. In general, the following acts are considered plagiarism: (1) failing to cite quotations or borrowed ideas, (2) failing to enclose borrowed language in quotation marks, (3) failing to put summaries or paraphrases in your own words, and (4) submitting someone else’s work as your own.” (See http://bcs.bedfordstmartins.com/resdoc5e/glossary-of-research-terms.htm.) To avoid giving the impression that you are passing off other people’s work as your own, you will need to acknowledge conscientiously the sources of information, ideas, and arguments used in your paper. For this purpose, you can use any well accepted footnoting/referencing style.

All written submissions will be checked with turnitin.com for possible plagiarism.
Presentation

- Making a presentation is an important skill.
- The aim is to get students to make a 10-minute presentation and to answer questions for 5 minutes from the class.
- The presentations will analyse the issue of the week, critically engaging the readings. In addition, students are expected to bring their own insights to the issue.
- We will begin the class with an introduction to the subject by the instructor and then go to the presentation(s).

Participation

Active class participation not only helps students to put forward their arguments and critically engage the readings but it also gives them an opportunity to appreciate various points of views on a subject. Therefore, you are encouraged to speak up in class. Students will be graded on the quality and quantity of their interventions in class.

Course Structure

Week 1: Shopping Week Introduction to the Course

Week 2: What is International and Strategic Thought?


*Paul Kennedy, Grand Strategy in War and Peace, chapter 1, pp. 1-7.


**Week 3: Western and Non-Western International and Strategic Thought: The Debate on Non-Western International Relations (IR)**


**Week 4: Chinese International Thought: Ancient Roots, Maoist Conceptions, Contemporary Ideas* (Charles class)

*Yan Xuetong, *Ancient Chinese Thought, Modern Chinese Power*, chapter 1, pp. 21-69.


*“Speech by Chairman of the Delegation of the People’s Republic of China, At
Week 5: Chinese Strategic Thought: Historical Legacies, Post 1949 Trends (Yuen Foong Khong class)


*Gilbert Rozman, Chinese Strategic Thought Towards Asia, Overview, pp. 1-44.


Week 6: Chinese Strategic Thought: Contemporary Arguments


Week 7: Indian International Thought: Hindu Past, Nationalist Stirrings


*M.S. Golwalkar, *Bunch of Thoughts*, chapter 2, pp. 239-254.


Week 8: Indian Strategic Thought: Ancient Roots, Post-Independence Influences


Gopal Krishna, “India and International Order: Retreat from Idealism,” in Hedley Bull and Adam Watson, eds., *The Expansion of International Society*

Week 9: Indian Strategic Thought: Contemporary Ideas (Rohan Mukherjee class)


Week 10: Japanese International and Strategic Thought Upto World War 2 (Naoko Shimazu class)


*Ryoko Nakano, Beyond the Western Liberal Order: Yanaihara Tadao and Empire as Society, pp. 17-40.


Company, chapter 6, pp. 93-103 (on Japanese navalism).

**Week 11: Japanese International and Strategic Thought after 1945**  
(Graham Ong-Webb, NTU, class)


*Bert Edström, *Japan’s Evolving Foreign Policy Doctrine: From Yoshida to Miyazawa*, Conclusion, pp. 159-179.


**Week 12: Singapore’s International and Strategic Thought: The Origins**


*Ang Cheng Guan, *Lee Kuan Yew’s Strategic Thought*, chapter 1, pp. 1-37.


**Week 13: Singapore’s International and Strategic Thought: Contemporary Arguments**

*George Yeo, “Between North and South, East and West,” in *On Bonsai, Banyan and the Tao*, pp. 492-504.

