

COURSE TITLE: ASIAN CIVILIZATIONS

COURSE NUMBER: ASPA 2100.01/02

SECTION TIMES/DAYS: TR 8:00am-9:40am/1:45pm-3:25pm

INSTRUCTOR: Dr./Fr. Lan Ngo, S.J.

COURSE DESCRIPTION/PRINCIPLE TOPICS:

This is an interdisciplinary study of Asian civilizations to major developments in the histories and cultures of the monsoon region. Topics for discussions in this class will emphasize the intellectual, cultural, social and political factors, which shaped the civilizations of Asia and the Pacific. The course seeks to understand the civilizations of the monsoon region from the Prehistoric era until the period of Europe's expansion. The Asian countries covered in this course will be mainly of India, China, and Japan. However, research topics and presentations toward the end of the semester will help us to delve deeply into various subject areas chosen by the members of the class.

STUDENT LEARNING OUTCOMES:

1. Identify and describe major historical events and essential cultural traits of the monsoon countries.
2. Interpret regional characteristics of the monsoon region within the larger global context.
3. Demonstrate knowledge of the conventions and methods of the study of history through oral presentations and writing.
4. Examine patterns of thought and belief, values and worldviews, institutions and personalities, event and experiences, and forms of creative expression that contributed to the distinctive civilizations of Asia.
5. Produce an informed and articulated evaluation on a scholarly researched monograph of a chosen topic.

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS:

- Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies*
- Colin Mason, *A Short History of Asia* (New York: Palgrave Macmillan, 2014).
- Paul A. Cohen, *Discovering History in China: American Historical Writing on the Recent Chinese Past*

COURSE WORK/EXPECTATIONS:

- Attendance and active participation in the discussion (10%)
- Ten (10) of twelve (12) quizzes (30%)
- A "review of literature" paper (30%)
- Oral presentation (15%)
- Book review (15%)

COURSE TITLE: Economic and Political Issues in Contemporary Asia

COURSE NUMBER: ASPA 3500

SECTION TIMES/DAYS: TR 9:55am-11:35am

INSTRUCTOR: Faculty

COURSE DESCRIPTION/PRINCIPLE TOPICS:

The course aims to explore contemporary Asian political, economic and cultural issues in a historical perspective. Throughout the semester, students will work on the important analytical concepts of Orientalism and neoliberalism in order to critically examine colonial legacy, postcolonial politics, political and economic developments, and nuclear politics in contemporary India, China, Korea, and Japan. Later in the semester, students will apply their understanding to their own research project using both original sources and scholarly studies. The course will depend heavily on the discussion of the textual and visual sources assigned. This is a required course for the AAAS major program and it fulfills the Interdisciplinary Connect Core Attribute as well as the flag requirements for oral communication and writing.

STUDENT LEARNING OUTCOMES:

- explain the significance of major historical events in Asia.
- critically assess contemporary issues by placing them in a historical context.
- succinctly summarize and evaluate scholarly arguments.
- develop media literacy.
- demonstrate the ability to synthesize different readings to explain concepts such as Orientalism and neoliberalism.
- select germane examples from various primary and secondary sources to support arguments in essays and discussions
- design a research project and conduct research
- cite sources following proper academic formatting
- improve their oral skills.

PREREQUISITES/RECOMMENDED BACKGROUND:

No Prerequisites

REQUIRED TEXTS:

Hsiao-Hung Pai, *Scattered Sand: The Story of Chinese Rural Migrants*, Verso, 2013.
David Harvey, *A Brief History of Neoliberalism*, Oxford University Press, 2005.
Additional Articles and Primary Sources (On Brightspace)

COURSE WORK/EXPECTATIONS:

Participation and Quizzes (10%)
Discussion Forums (30%)
Midterm (20%) and Final Examinations (20%)
Research Project (20%)

COURSE TITLE: Popular Culture in East Asia

COURSE NUMBER: 3970.01/02

SECTION TIMES/DAYS: MWF 9:25-10:35am/12:15-1:25pm

INSTRUCTOR: Gladys Mac

COURSE DESCRIPTION/PRINCIPLE TOPICS:

This course examines and explores East Asian pop culture as sites of cultural interaction. Instead of taking the traditional approach in examining cultural products based on their countries of origin, this course will focus on products, concepts, and ideas that influence, travel between, or blend together cultures through cinema, television dramas, animation, music, social media, etc. The materials of focus were produced in various East Asian locations (Mainland China, Hong Kong, Taiwan, Japan, and Korea). This course aims to direct students in considering East Asia as a region with constant cultural, political, and business interactions in the past and present. While we examine some landmark works from the areas listed above, we will also be following the trends and themes that are shaping East Asian pop culture today via academic journal articles, contemporary news coverage, Youtube, and other social media.

STUDENT LEARNING OUTCOMES:

1. Introduce students to landmark works from East Asia that have shaped the development of pop culture.
2. Learn how to analyze primary and secondary literature on different types of texts and media. The readings will expose students to different perspectives on how scholars analyze popular culture, ranging from cultural, historical, anthropological, and gender studies perspectives.
3. Successfully write an argumentative essay that includes a thesis, proper citations and quotes.
4. Effectively present group projects.

PREREQUISITES/RECOMMENDED BACKGROUND: N/A

REQUIRED TEXTS:

All course materials are available on Brightspace unless otherwise noted.

COURSE WORK/EXPECTATIONS:

Attendance & Participation (20%)
Quizzes (5% each, 20% total)
Paper (25%)
Warm Up Activity Lead (5%)
Trending on Youtube (5%)
K Drama Experience (5%)
Final Creative Project (20%)

COURSE TITLE: Contemporary Chinese Cinema

COURSE NUMBER: ASPA 3890

SECTION TIMES/DAYS: MW 1:45-3:25pm

CORE ATTRIBUTE: Interdisciplinary Connections

INSTRUCTOR: Yanjie Wang

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course examines both the aesthetics and the politics of contemporary Chinese cinema. We explore how various socio-political factors affect filmmaking in China and how Chinese filmmakers use cinematic language to comment on pressing social issues. We perceive Chinese cinema as an inherently heterogeneous entity that encompasses diverse filmmaking practices from Mainland China, Hong Kong, Taiwan, and the Chinese diaspora. Situating these practices in their socio-historical contexts, we discuss issues relating to tradition and modernity, gender and sexuality, history and memory, migration and urbanization, environmentalism, (post)colonialism, and globalization. Through lectures, readings, and class discussions, this course will enable students to study Chinese cinema both as a unique genre of arts and as a powerful social and political discourse. Films such as *Raise the Red Lantern*, *A Touch of Sin*, *Behemoth*, *Crouching Tiger Hidden Dragon*, *In the Mood for Love*, *Infernal Affairs* will be discussed.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

Identify and describe the stylistic characteristics and sociocultural concerns of major filmmakers in contemporary China

Interpret the cinematic language by which Chinese filmmakers articulate their ideas and engage with social issues

Watch movies closely and critically

Produce in-depth written and oral analysis of various aspects of contemporary Chinese cinema

Value the perspectives gained from the study of Chinese cinema to become better informed and critically engaged citizens of today's world.

PREREQUISITES/RECOMMENDED BACKGROUND

There is no prerequisite for this course.

REQUIRED TEXTS

Michael Berry, *Speaking in Images*. Columbia University Press, 2004. Additional readings available on MYLMU Connect

COURSE WORK/EXPECTATIONS

Active participation, response papers; in-class presentations; midterm exam, and final paper.

COURSE TITLE: Food in Asia, Asia in Food

COURSE NUMBER: APAM/ASPA 3998.01

SECTION TIMES/DAYS: TR 11:50am-1:30pm

INSTRUCTOR: Heangjin Park

COURSE DESCRIPTION/PRINCIPLE TOPICS:

What does food tell us about Asia? How do we experience and imagine “Asia” through cooking and eating? The course will examine the sociocultural changes in Asia and the imaginaries of “Asia” through the lens of food. Students will develop their anthropological perspectives on food by reflecting on “Asian food,” particularly the relationship between Asia and food. We will start with reading classical texts on anthropological studies of food, which will help develop insights on how to understand human practices of eating, cooking, selling, consuming, and sharing food. In the first half of the semester, our class will focus on various foodways in Asia to understand contemporary Asian societies. We will question: what do complicated etiquettes in Chinese banquets tell us about postsocialist Chinese society? How does kimchi become a representative dish of Korean cuisine South Koreans are so proud of? How does McDonald’s adapt to Asian consumers’ eating habits and cultural orientations? In the second half of the semester, we will expand our scope to learn about “Asian” food outside Asia. We explore: how have instant ramen and sushi from Japan become global commodities? How can we contextualize the proliferation of Chinese restaurants in the US within the history of migration and discrimination? At the end of the semester, students will have chances to present their individual research on Asian food, ranging from the history of soy sauce to recent changes in LA’s Asian restaurants.

STUDENT LEARNING OUTCOMES:

- Students will develop critical insights on foods we cook, eat, and share every day, historical and contemporary changes in Asian societies, and the transnational flow of Asian people, products, and cultures.
- Students will be able to reflect on their everyday practices of eating, cooking, and sharing food by applying what they learn from class reading and discussions.
- Students will become familiar with social science literature, including anthropology, sociology, and history, and improve their academic reading, writing, and speaking skills.
- Inspired by class reading and discussions, students will be able to develop journalistic/creative writing or artistic projects on the themes of food and Asia.

PREREQUISITES/RECOMMENDED BACKGROUND: No Prerequisites

REQUIRED TEXTS:

Digital copies of class readings will be available on Brightspace.

Robert Ji-song Ku, 2014. *Dubious Gastronomy: The Cultural Politics of East Asian in the USA*. Honolulu: University of Hawai'i Press.

Judith Farquhar, 2002. *Appetites: Food and Sex in Postsocialist China*. Durham: Duke University Press.

COURSE WORK/EXPECTATIONS:

Attendance and Class participation (20%)

Weekly reading posts (20%)

In-class presentation on class readings (10%)

Midterm (research proposal, 20%)

Final (research paper and presentation, 30%)

COURSE TITLE: INTRODUCTION TO THE MEDIA AND POLITICS OF ASIA

COURSE NUMBERS: ASPA 3998.03/ POLS 3940.01

TIME: W 6:00pm-9:20pm

INSTRUCTOR: Prof. Tom Plate

COURSE DESCRIPTION/PRINCIPAL TOPICS: This is an introductory course into issues of the contemporary news media and politics of modern Asia. This survey will include analyses of selected nations in East Asia, Southeast Asia and South Asia, with a special focus on the media and politics of China. The class will examine the hypothesis that each nation's media system is driven by its particular political, economic, cultural and religious history. We survey the region's leading countries to gain an understanding of the factors that shape the values, procedures and media institutions in Asia. The role of an increasingly assertive middle class will be analyzed as a factor of special importance. So will the impact of so-called Asian Values and of the social-media technology of the Internet. As the course proceeds, we will compare various media systems and their political and governmental wellsprings. Class discussions will emphasize an effort to understand Asia's news media systems on their own terms, and in comparison to other models, while not insisting on the Western/American/Adversarial media model as the ideal global normative standard. Students will be required to produce as their midterm a quality video highlighting an issue or issues of the media of a given country in Asia; which video, after peer-group as well as professor's evaluation, will be re-done as the final, in polished form, for possible posting at asiamedia.lmu.edu

STUDENT LEARNING OUTCOMES: Students will become familiar with the major contemporary issues of the Asia Pacific region, especially this semester China, through an interdisciplinary examination of issues of media, governance, economic development and technology. Students will reflect comparatively on the various countries' media values (and media/political structure) in comparison to the familiar (the U.S.) As a result of this course, it is expected that the student will emerge with a sense of helpful foundational self-confidence in coming to terms with and understanding the issues and problems of Asia, the world's fastest-rising region. This course aims to make the student a more informed citizen in our globalizing world.

PREREQUISITES/RECOMMENDED BACKGROUND

An intense and responsible interest in the world and the geopolitical future of the 21st century is preferred; also, students interested in the workings of the international news media, and/or in a general introduction to the politics and media of Asia, and/or in aspects of the relationship between Asia and America, as that relationship becomes manifestly more important during their lifetimes.

REQUIRED TEXTS:

ONE: Doug Young, *THE PARTY LINE: HOW THE MEDIA DICTATES PUBLIC OPINION IN MODERN CHINA*. ISBN-13 (978-0470828533) and ISBN-10 (0470838536)

TWO:

Tom Plate, *IN THE MIDDLE OF CHINA'S FUTURE: TOM PLATE ON ASIA*. Marshall Cavendish Editions, Singapore. 2014. ISBN : 978-981-4516-62-4 (paperback)

FOR ASIA MEDIA PRACTICUM: ASIA MEDIA MAGAZINE:

Wednesday 3:40pm-5:20pm

**ASPA 3998 02
POLS 3998 08**

**Professor: Prof Tom Plate, LMU's Distinguished Scholar of
Asian and Pacific Studies; Founder of Asia Media at LMU**

The special course, which continues as a 2nd two-credit Practicum in the fall and spring semester (it can be taken twice!), focuses on identifying articles appropriate for publication on the pages of Asia Media International, the continuously updated web-magazine of LMU's Asia Media Center (asiamedia.lmu.edu); writing those articles in a timely fashion and submitting them for review by the Managing Editor and in turn the Senior Writing and Editing Advisor; and discussing your work with the editors on a regular basis, especially with the founder and president of AMI, Prof Tom Plate. Attendance is mandatory for every session, unless permission is received in advance from course assistant Ashley Flores (aflore74@lion.lmu.edu).

Required Reading:

AN ASIAN ANTHOLOGY Selected Articles by the Staff of Asia Media International, First Edition 2018, Fanos Books, Los Angeles

THIS BOOK WILL BE DISTRIBUTED TO ALL STUDENTS TAKING THIS CLASS THE FIRST TIME FREE OF CHARGE BY ASIA MEDIA INTERNATIONAL OF LMU. COST TO YOU: ZERO

ELEMENTS OF STYLE, By E.B. White, 4th edition. THIS BOOK WILL BE DISTRIBUTED TO ALL STUDENTS TAKING THIS CLASS THE SECOND TIME FREE OF CHARGE BY ASIA MEDIA INTERNATIONAL OF LMU. COST TO YOU: ZERO

Your Final Grade FORMULA:

- Contributions to the Website -- 60
- Quizzes 30
- Oral participation in Class. -- 10

Minimum output required is three well-done articles per semester, of which two must be well done enough to be posted on the site. Or, three vids, at least one postable. All draft articles and vids will be reviewed by Managing Editor SENAY EMMANUEL (senayemmanuel@gmail.com) before forwarding to Senior Writing and Editing Advisor Prof A Plate (andreaplate900@hotmail.com), who will provide writing handouts that will be discussed during the session.

Who is Your Prof?

- Since 2010, Tom Plate has been LMU's Distinguished Scholar of Asian and Pacific Studies; prior to that, from 1994-2008, he was a prof (*full-time adjunct professor*) at UCLA (Communication Studies, Policy Studies). For two-plus decades he has been a globally syndicated columnist, specializing in political and economic issues, and appearing in newspapers in Asia and the U.S. He is the author of 13 books, including, most "Conversations with Ban Ki-moon" (2013), "Conversations with Thaksin" (2012), "Conversations With Mahathir Mohamad" (2011) and "Conversations With Lee Kuan Yew" (2010), the first in the 'GIANTS OF ASIA' series. Other books include 'IN THE MIDDLE OF THE FUTURE' 'IN THE MIDDLE OF CHINA'S FUTURE' and others. His most recent books are 'Yo-Yo Diplomacy' (2017) and 'The Fine Art of the Political Interview' (2015). In addition, he is founder and director of the PACIFIC PERSPECTIVES MEDIA CENTER, an outgrowth of the Asia Pacific Media Network at UCLA, which spawned Asia Media – now at LMU as Asia Media International (asiamedia.lmu.edu) and Asia Pacific Arts (now at USC). Former Editor of the Editorial Pages, Los Angeles Times, New York Newsday; Editing positions at TIME, CBS, NEW YORK MAGAZINE and others. Regular newspapers over the years have included those in Dubai, Singapore, Hong Kong, Bangkok, Seoul, Tokyo and a handful in the U.S. LMU office phone: (310) 258-5435. Prof Plate is currently a regular op-ed column contributor to the South China Morning Post of Hong Kong, one of Asia's major newspapers.

CLASS RULES AND PROCEDURES

1. Most of us these days are more or less addicted to our smart phones. But usage in this class is banned, during class, totally; we will have a break halfway through for everyone to catch up on their calls, etc. **Please drop this course if your addiction does not permit you to observe this rule**
2. If more than 10 minutes late, NO CREDIT for the class. If you are coming from far away, leave earlier. This is not an invitation to come late. But if you are not there by 7:20, you will be marked as absent. Do not leave the class before 8:40.
3. All work --- quizzes etc. – must be turned in no later than 10 minutes after 7:10. No exceptions can be made (what about all the students who do observe the rules?)
4. No submissions via email without a valid Doctor's note. This is the only excuse. Ashley Flores and Andrea Plate are the only ones who can grant an excuse.
5. All work must be your own, of course, and no one else's.
6. Each unexcused class can result in minus-2 from the final grade.
7. In class, there are no 'unacceptable' perspectives, but there is rudeness. Please express yourself with courtesy and respect.
8. Please do not stress. This course is not astrophysics!

Faculty Schedule by Day and Time



Welcome to the Faculty Schedule display. Listed below is your schedule for the selected

[Previous Week](#)

Week of Jan 13, 2020 (471 of 487)

	Monday	Tuesday	Wednesday	Thursday
7pm	ASPA 3998-04 74254 Class 7:10 pm-8:40 pm UNH 1405	POLS 3998-09 73623 Class 7:10 pm-8:40 pm UNH 3111	POLS 3960-01 71325 Class 7:30 pm-10:10 pm UNH 3324	
8pm				

COURSE TITLE: Asian Mythology

COURSE NUMBER: ASPA 4870.01

SECTION TIMES/DAYS: TR 7:55pm – 9:35pm

INSTRUCTOR: Prof. Mya Chau

CORE AREA: Interdisciplinary Connect

COURSE DESCRIPTION/PRINCIPLE TOPICS:

This course is intended to familiarize students with the myths and folklore of Asia. Selected mythical narratives from India, Southeast Asia, China, and Japan will be examined. The goal of this course is to provide you with a solid introduction of Asian myths, spiritual traditions, and belief systems in Asia with a comparative overview of key myths in Asia for further study and comparison. The lecture and reading materials will be examined through psychological, philosophical, and cultural approaches. The course utilizes a variety of disciplinary approaches to the study of Asian mythology, including religion, visual culture, and architecture.

STUDENT LEARNING OUTCOMES:

- Identify reoccurring themes in the myths and legends of Asia
- Appreciate and recognize the ways that stories and myths have been orally transmitted and performed across the regions of Asia
- Utilize a variety of disciplinary approaches to the study of Asian mythology
- Analyze features, symbols, and belief systems of the chosen story in class, on exams, and through oral communication
- Understand the historical tension and interplay between society and myth

PREREQUISITES/RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS: Selected PDF articles on Brightspace.

COURSE WORK/EXPECTATIONS:

PAPER: 25%

MYTH PRESENTATION: (8-10 minutes): 10%

SHORT REFLECTIONS (x4): (double-spaced, 1-2 pages): 15%

MIDTERM/FINAL: 50%



Course Title: The Future of the United Nations

Course Numbers: ASPA 3998 04: /POLS 3960 12

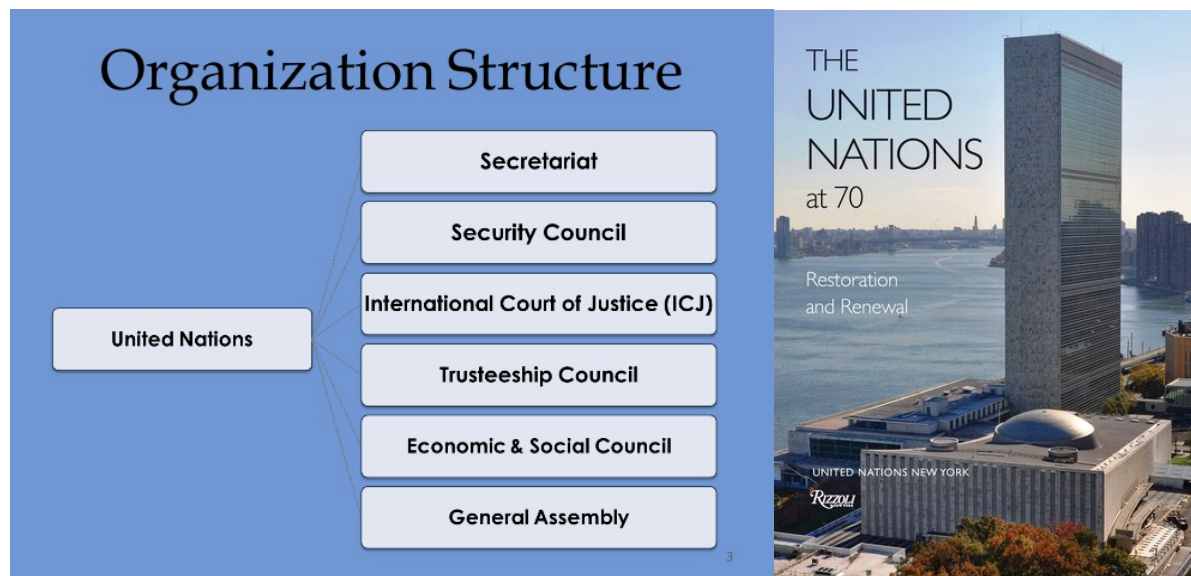
Section Time/Days: Tuesday 6:00-9:20pm

Instructor: Tom Plate, DISTINGUISHED SCHOLAR OF ASIAN AND PACIFIC STUDIES

Office Hours: Asia Media office UH 3319, Tuesdays -Wednesdays) and/or by appointment

Course Description/Principal Topics:

At the end of the Second World War, the United Nations was designed to serve as the central negotiating ground for all national governments, and as a theoretical bridge to the further evolution of global political integration, if not world government. However, it has been a rocky road for the UN since 1945. The Security Council (SC) - the epicenter for serious UN political and security intervention – often resembles a political dinosaur, and the General Assembly, with 193 quarreling members, rivals a modern-day Tower of Babel. But, at the same time, the various branches of the greater UN family, addressing poverty, children's issues and emergencies around the globe, are generally acknowledged to perform vital international services. And at the top of this complex and sometimes contradictory organization sits the UN Secretary General (SG), the world's diplomat-in-chief and, in effect, its secular pope. This course examines the evolution, current state and future prospects for the UN, drawing on research materials used by the instructor in writing 'Conversations with Ban Ki-moon', who for the last ten years had been 'SG' (as the term is used in UN parlance). This work includes excerpts from the Prof's interviews conducted at the Secretary General's Official Residence in Manhattan in 2010 and 2011, as well as from scholarly studies and assessments.



The form of the course is as follows: students will pair into national delegations representing each one of the 15 that comprise the members of the UN Security Council.

PRESIDENT OF THE UNSC: MICHELLE NGUYEN (mnguye58@lion.lmu.edu)

Permanent Members –(P5)

CHINA

FRANCE

GREAT BRITAIN

RUSSIA

UNITED STATES

Voting Members (two-year terms, elected by General Assembly)

EGYPT

INDIA

INDONESIA

IRAN

JAPAN

NIGERIA

OMAN

PAKISTAN

ROK (SOUTH KOREA)

SAUDI ARABIA

UNITED ARAB EMIRATES

VIETNAM

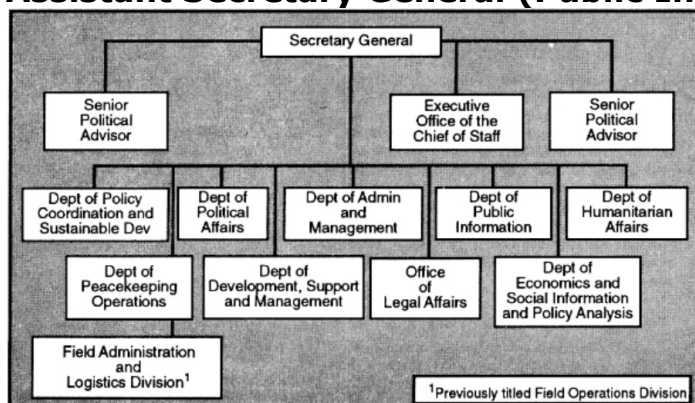
UN SECRETARIAT

UN Secretary General (SG)

Under Secretary General (Research)

Assistant Secretary General (Public Information)

Prof Tom Plate



This four-credit course requires students to participate in simulated UN Security Council assignments as members of national governments. These exercises underscore the point that UNSC member states predominately act within their national interests, which is sometimes indifferent to (or even at odds with) a global or international perspective. Presently, there are 193 member states of the General Assembly, and 15 members of the SC (of which 10 serve elected 2-year terms and 5 are permanent members with veto power). What may be most interesting at the United Nations is not how little it does but how, under these structural circumstances, it gets anything major accomplished at all.

Student Learning Outcomes:

Through a sophisticated and contemporary lens, students will become familiar with key issues of the UN, including and especially reform of the UN Security Council and strengthening the Office of UN Secretary General; and perhaps to imagine the possibility of playing a public-service role in its future. Students will have the opportunity to write ‘official’ UN memos, participate in an ongoing UNSC debate, and craft a UNSC Resolution for adoption. The aim is to bridge the theoretical and historical into the practical and the present. The main learning goals of the course are: (1) to sharpen analytical, presentation, and writing skills with a focus on policy analysis and problem-solving at the United Nations; and (2) to work individually and collaboratively, in a less-structured information context, to develop and write in a simulated organizational setting.

Prerequisites/Recommended Background:

A sincere and studious interest in issues of international relations or international organizations; otherwise there are no prereqs and the Prof will provide almost any override.

Course Work/Expectations:

Students are expected to read all assigned materials. The texts will be accompanied by important URLs, including webtv.un.org, <http://www.securitycouncilreport.org>, and <http://www.whatsinblue.org/>. Students are expected to attend every lecture; quizzes will cover assigned materials. Students will produce at least one policy paper/UNSC draft resolution, from the perspective of various members of the Security Council, as part of the ongoing exercise; and/or a formal UN Resolution for debate and adoption/rejection.

Note on electronic devices: Since this an interactive discussion course designed inter alia to strengthen listening, verbal and personal communication skills, laptop computers and similar electronic devices are NOT permitted except in conjunction with the advanced instructional options. The heart of the instruction is the interrelationship between the instructor and the students, and among the students themselves. Learning is a cooperative as well as a creative process. We will be very sensitive and understanding about personal shyness or primary/secondary language issues (if any), while hoping that a nurturing environment, though with strict academic standards, will draw everyone into participation. Such is vital for the success of this special and ambitious course.

The final grade will be determined as follows:

Class participation (30%). Students are expected to attend **all classes**. All absences must be excused well in advance by the **President of the Security Council**. Participation will be graded on several criteria: evidence of reading of some self-selected weekly course materials; willingness to volunteer for presentations and to answer questions; appropriateness, enthusiasm, and civility of comments; eagerness to contribute to the process of discussion; listening skills; a capacity for building on and encouraging the ideas of others, and posing constructive and thoughtful questions. **Points will be deducted for late submission of assignments and for non-excused class absences and poor punctuality – we start around 7:15p. This is a 4-credit class:** Unexcused absences or early departures from class will result in DEDUCTIONS in this category. **NO MAKEUPS FOR TESTS OR MISSED PAPER DEADLINES UNLESS A DOCTOR’S NOTE IS PRESENTED OR OTHER SUBSTANTIAL REASON(S)**

2. **Class quizzes (20%).** There will be short quizzes at the beginning of every class. Each will be on reading due that evening for discussion. No makeup quizzes will be offered.
3. **Written UNSC Resolutions (30%).** There is a very serious written component. Each student and/or delegation will present a draft resolution on an issue to be put to a vote by the Security Council.
4. **Creativity and Imagination (20%).** Prof will try to be generous here, but the aim is to get every student to imagine how the world might be rendered a little better through the Security Council operations or reform. This imagination should come through during the course in any manner of ways.

Grading Equivalents:

A	100- 95	B-	82- 80
A-	94- 90	C+	79- 76
B+	89- 86	C	75- 73
B	85- 83		

PLAN OF THE COURSE

After the first introductory class, each class will probably have this structure:

1. **Discussion by Prof of several key questions on the weekly quiz and why these questions were asked**
2. **Presentation by student or students of the most relevant new development from:**

webtv.un.org, <http://www.securitycouncilreport.org>, and <http://www.whatsinblue.org/>.

5-minute break for use of smart phones or rest rooms

3. **Presentation on Issues and/or Resolutions of the United Nations**

webtv.un.org, <http://www.securitycouncilreport.org>, and <http://www.whatsinblue.org/>.

4. **Students' Presentations**

5-minute break for use of smart phones or rest rooms

Note: class will nearly always go to near 10:00 pm. Students who know that they are unable to stay the duration for these classes or believe they will miss more than one class should drop the course.

ADDITIONAL READINGS: Students who choose to select one of these readings and can offer an oral report in class will receive a Plus One on their Final Grade

Stephen Burgess, *The United Nations under Boutros Boutros-Ghali, 1992-1997*, Lanham, MD: Scarecrow Press, 2001, ch. 1, "An Agenda for Peace", esp. pp. 7-8. Also ch. 8, "The United States Turns Away from the UN", pp.173-193.

James Traub, *The Best Intentions: Kofi Annan and the UN in the Era of American World Power*, New York: Farrar, Straus and Giroux, 2006, ch. 4, pp. 61–74.

Stanley Meisler, *Kofi Annan: A Man of Peace in a World of War*, Hoboken, NJ: John Wiley, 2007, ch. 8, pp. 127–144.

Edward C. Luck, "The Secretary-General in a unipolar world," in Chesterman, *Secretary or General?*, pp. 202–231.

Boutros Boutros-Ghali, *Unvanquished: A U.S.-U.N. Saga*, New York, Random House, 1999, pp. 3-29, 336-8.

Boutros Boutros-Ghali, "Global Leadership After the Cold War," *Foreign Affairs*, vol. 75, no.2 (March/April 1996), pp. 86-98. (blackboard)

Adekeye Adebajo, "Pope, pharaoh, or prophet? The Secretary-General after the Cold War," in Chesterman, *Secretary or General?*, pp. 139–157.

Simon Chesterman and Thomas M. Franck, "Resolving the contradictions of the office," in Chesterman, *Secretary or General?*, pp. 232–240.

Richard Gowan, "Floating Down the River of History: Ban Ki-moon and Peacekeeping, 2007–2011," *Global Governance*, 17 (2011), pp. 399-416 [BB].

Bernard J. Firestone, *The United Nations under U Thant, 1961-1971*, Lanham, MD: Scarecrow Press, 2001, ch. 1, "From Hammarskjöld to Thant," esp. pp. xiv–xxi, and ch. 6, pp. 101–110.

James David Ryan, *The United Nations under Kurt Waldheim, 1972-1981*, Lanham, MD: Scarecrow Press, 2001, ch. 1, “The UN and the World: Prelude to the Waldheim Years”, esp. pp. 6–17.

George J. Lankevich, *The United Nations under Javier Perez de Cuellar, 1982-1991*, Lanham, MD: Scarecrow Press, 2001, ch. 1, “Perez de Cuellar Takes Command”, esp. pp. 20-21.

Anthony Gaglione, *The United Nations under Trygve Lie, 1945-1953*, Lanham, MD: Scarecrow Press, 2001, ch. 1, “Wartime Origins of the United Nations”, esp. pp. 12–17.

Peter B. Heller, *The United Nations under Dag Hammarskjöld, 1953-1961*, Lanham, MD: Scarecrow Press, 2001, ch. 1, “Hammarskjöld: A New-Style Secretary-General”, esp. pp. 14-15.

Brian Urquhart, *Hammarskjöld*, New York, Harper Colophon Books, 1984, pp. esp. ch. 1, “Election,” pp. 9-16 [BB]

James Traub, “The Secretary-General’s political space,” in Chesterman, *Secretary or General?*, pp.185–201.

David Kennedy, “Leader, clerk or policy entrepreneur? The Secretary-General in a complex world,” in Chesterman, *Secretary or General?*, pp. 158–181.

James Traub, “Kofi Annan’s Next Test,” *New York Times Magazine*, March 29, 1998.

Richard Butler, “Why Saddam is Winning the War,” *Talk Magazine*, (September 1999).

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Grading Equivalents:

A	100- 95	B-	82- 80
A-	94- 90	C+	79- 76
B+	89- 86	C	75- 73
B	85- 83		

EXPECTATIONS FOR CLASSROOM BEHAVIOR: Our class will observe the following general LMU Guidelines, as helpfully provided faculty by LMU administration:

The LMU Student Affairs brochure *Disruptive and Threatening Student Behavior* (Fall 2010) states

“Disruptive behavior which is persistent or significantly interferes with classroom activities may be subject to disciplinary action. A student may be referred to the Office of Student Judicial Affairs if their behavior constitutes a violation of the conduct code.”

2. The *Lion’s Code* (<http://www.lmu.edu/AssetFactory.aspx?vid=30313>)

3. LMU’s *Community Standards*

(http://www.lmu.edu/studentlife/Judicial_Affairs/Standards_Publication.htm) For the Student Conduct Code please refer to Section IV. D.).

4. RESPECT FOR SELF AND OTHERS: As an LMU Lion, by the *Lion’s Code*, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students.

Attendance – Students are expected to attend all class meetings and to have prepared adequately with respect to the assigned readings. Students bear the entire responsibility for the decision to miss class and for whatever effect that may have on their course grade or their learning experience. Unaccounted for or repeated absences during the simulation will account for a substantial grade penalty. Your absence during the simulation will adversely effect the operation of the simulation.

Late penalties – Assignments must be turned in at the designated time and place. Not turning in an assignment on time is unacceptable except with the prior agreement of the instructor (which will be given only for appropriate if rare circumstances). Accordingly, a penalty of **up to a full letter grade** may be assessed for each day the assignment is late.

Plagiarism or Copying or Outsourcing – The work students submit must be entirely their own. In addition to citing the assigned readings as evidence, students who draw on secondary sources or the interpretations of others must acknowledge their sources and debts, and students who quote from other sources **must** make this clear by their use of quotation marks and citations. Academic dishonesty including plagiarism **will not be tolerated** and will in every instance be referred to the appropriate university disciplinary authorities. If you are unsure about the need for a citation it is always better to include one.

Disabilities -- *Students with disabilities should make their needs known to the instructor and seek available assistance in the first week of the semester.* The instructor and the university want students with disabilities to have access to every learning opportunity this course has to offer. For students who notify the instructor of their situation in the first week of class, every effort will be made to accommodate their individual needs. For students with disabilities who choose not to notify the instructor of their situation in a timely manner, no guarantee of satisfactory accommodations can be made.

NOTE ON THE PROFESSOR: Tom Plate is and has been a university clinical professor, a career journalist and newspaper columnist, and author (of 13 books). He is vice president of the Pacific Century Institute, and a columnist with the South China Morning Post. He is currently Distinguished Scholar of Asian and Pacific Studies at Loyola Marymount University and has been a Visiting Professor at United Emirates University in Dubai; he taught at UCLA between 1994-2018 as a full-time adjunct professor in Communications and Policy studies. He is the author of the 'Giants of Asia' series, and teaches Skype seminars with Asian universities for Asia Media International, the website and nonprofit founded at LMU in 2011 (asiamedia.lmu.edu). His books have appeared in Russian, Chinese Simplified, Chinese Traditional, Bahasa/Malay, Korean, Vietnamese and of course the original English

