

East Asian Politics
Christopher Newport University

Spring – 2019
POLS 353-1
T, TH: 11-12:15 P.M.
Location: Luter 167

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Course Description

East Asia is one of the most economically dynamic regions in the world. The term “East Asian Politics,” however, collapses together a disparate array of political, economic, and social structures, institutions, and practices. One objective of this course is to disentangle each of these factors and examine their respective influences on the contemporary politics of these countries. While the course involves gaining an appreciation for East Asia’s historical richness and complexity, we will primarily focus on contemporary issues related to the “East Asian economic development model,” which reflects the unique relationship between political and economic development in this region.

Course Objectives

Upon completing the requirements of this course, students will be able to do the following:

- Gain basic understanding of the factual knowledge, theories, methods, and issues of international relations and comparative politics.
- Develop knowledge and understanding of diverse perspectives, global awareness, especially cultures in East Asia.
- Learn to analyze and critically evaluate ideas, arguments, and points of view.

Also, students should be able to:

- Demonstrate the ability to discuss the international system with regard to units of analysis, claims about state behavior, and predictions about political outcomes.
- Demonstrate skills to develop and express views coherently, intelligently, and with civility
- Develop the habits for working collectively and collaborate on a group project together

Required Texts

- Mark Borthwick, *Pacific Century: The Emergence of Modern Pacific Asia 4th edition*, Westview Press, 2013
- Additional readings for each week will be posted on *Scholar*.

***In addition to the required text, you should read a national or international newspaper or magazine (or digital media) on a regular basis to keep up with current events. Potential choices include:

- New York Times: <http://www.nytimes.com/>
- Washington Post: <https://www.washingtonpost.com/>
- Wall Street Journal: <http://www.wsj.com/>
- The Economist: <http://www.economist.com/>
- Foreign Affairs: <https://www.foreignaffairs.com/>
- Financial Times: <http://www.ft.com/home/uk>
- Associated Press: <http://www.ap.org/>
- Brookings: <http://www.brookings.edu/>
- Politico: <http://www.politico.com/>
- Huffington Post: <http://www.huffingtonpost.com/>
- Slate: <http://www.slate.com/>
- Bloomberg: <http://www.bloomberg.com/>
- BBC News: <http://www.bbc.com/news>
- CNN: <http://www.cnn.com/>
- The New Yorker: <http://www.newyorker.com/>
- Reuters: <http://www.reuters.com/>
- Aljazeera: <http://america.aljazeera.com/>

Course Requirements

Attendance and participation (35%):

Required, unless you are sick or have an official CNU conflict. You must notify me of your absence in advance. (Repeatedly being late might also accumulate to an absence.) Participation is crucial, and this requires that you keep up with the course readings.

- News presentation: you will be assigned to present news or current events *once* during the semester. You will need to post the web link of the news article on *Scholar* (on the course page, go to “discussions” on the left, click on “news presentations,” and then click on “create thread.” Name the subject with your full name and presentation date. In the message, paste the link of your news article and the full text) by noon before the day you present. Your presentation should be about 5 minutes and should be related to the topic of the week. Describe what happened and why it is important.
 - You will also need to post short comments on at least five news articles during the semester. Comments should be posted before the presentation and should be at least one full sentence. (5%)
- Quizzes and the short assignment: There will be pop-up quizzes on some days and one take home short assignment. Questions on quizzes will generally be quite easy if you have been “present” during classes, keeping up with current events, and have

done the assigned readings. The short assignment will require creative, analytical, and critical thinking. The short assignment is weighted as four quizzes, and the specific percentage of each quiz or short assignment is determined by how many of them we end up having. (20%)

- You are expected to attend all classes and actively contribute to the discussions. Absences may be excused for medical, religious, official, and personal reasons. Absences for illness for more than two days require a medical certificate. Absences for religious observances and family or personal reasons require documentation. Absence for purposes of representing the University in authorized athletic events or officially sponsored activities are excused by notification from your sponsoring department or activity. The stated University policy reads: “Students with excessive absences will receive a grade of F or UI upon the instructor’s recommendation.” I define “excessive absences” for this course to be nine absences, excused or not. (10%)

Small group project and simulations (25%):

We will break down into small groups (2-3 students each) to simulate the international negotiations on the “Korean Nuclear Crisis and Talks.” For each team, the project involves one short position paper (10%), three strategy notes (6% total), one public position statement (2%), one reflection note (2%), and negotiations & project management (5%). The detailed guideline will be distributed in a handout.

Exams (40%):

There will be two equally weighted exams in this course. The midterm exam will be held on Tuesday, 3/12; the final exam will be held during the regular final exam period.

Grading

Your grade for the course will be based on your performance on the above assignments, as well as your preparedness for and participation in class:

Attendance and Participation	35%
Small Group Project	25%
Midterm Exam	20%
Final Exam	20%

For written work, the **A** range will comprise only work which features strikingly original thinking and/or argumentation, expressed in clear, cogent, error-free writing. Only students that go well beyond class materials and discussions (in thought, not extra research) will be considered for an **A** grade. Papers and examinations in the **B** range exhibit mastery of the course materials and discussions, expressed in clear, cogent, error-free writing. Papers and examinations in the **C** range exhibit inadequate understanding of the course materials and discussions and/or deficient, error-plagued writing. Papers and examinations in the **D** range exhibit wholly inadequate understanding of the course materials combined with deficient, error-plagued writing. Hopefully the **D** range and worse will not be an issue. Pluses, minuses, or flat grades within any of these ranges reflect the instructors’ judgment of the

merits of the paper or examination relative to other papers in the same range. All late assignments will be reduced 1/3 of a grade for every day they are late. Students may appeal grades they feel they received in error but I reserve the right to increase or decrease their grade upon reconsideration. To appeal you must explain, in writing, why you believe your grade is incorrect before coming to talk to me. I am willing to give “A”s when deserved but I am also willing to use the other parts of the grading spectrum to make sure that those whose work is truly outstanding truly stand out. Your work does not start at “A” level with subtraction for things wrong with it. I frequently give “B”s to work that is very good and without obvious shortcoming, and which only has the flaw of not being A quality work.

Grading Scale

94-100 A	74-76 C
90-93 A-	70-73 C-
87-89 B+	67-69 D+
84-86 B	64-66 D
80-83 B-	60-63 D-
77-79 C+	0-59 F

Course Policies:

Academic Honesty:

Plagiarism is the stealing or passing off as your own the writings or ideas of someone else. Examples of plagiarism include, but are not limited to, quoting, summarizing, or paraphrasing ideas without giving credit to their source, submitting as your own work that has been copied or purchased from another student or other source, and permitting someone else to revise or edit a paper to the extent that it is no longer your own work. Plagiarism is not permitted and will result in a zero for that assignment and may result in an F for the course. It is your responsibility to know what plagiarism is and how to avoid it.

Moreover, this course is subject to the rules on academic honesty and integrity as set forth in the University Handbook. Please be aware that intentional acts of academic dishonesty and plagiarism will be dealt with severely. Each student is expected to understand the University’s honor code, so students are strongly urged to review that section of the Handbook.

The Handbook (3) clearly states: “Misunderstanding of the Honor System will not be accepted as an excuse for dishonest work. If a student is in doubt on some point with respect to the student’s work in a course, the student should consult the instructor before handing in the work in question.” I expect that you will uphold the CNU Honor Code, below, in your preparations for this course:

On my honor, I will maintain the highest possible standards of honesty, integrity, and personal responsibility. That means I will not lie, cheat, or steal and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.

Disabilities:

In order for a student to receive an accommodation for a disability, that disability must be on record in the Office of Student Affairs, 3rd Floor, David Student Union (DSU). If you believe that you have a disability, please contact Dr. Kevin Hughes, Vice President of Student Affairs (594-7160) to discuss your needs. Dr. Hughes will provide you with the necessary documentation to give to your professors.

Students with documented disabilities are to notify the instructor at least seven days prior to the point at which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with all reasonable accommodations, but students are not exempted from fulfilling the normal requirements of the course. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

Success:

I want you to succeed in this course and at Christopher Newport. I encourage you to come see me during office hours or to schedule an appointment to discuss course content or to answer questions you have. If I become concerned about your course performance, attendance, engagement, or well-being, I will speak with you first. I also may submit a referral through our Captains Care Program. The referral will be received by the Center for Academic Success as well as other departments when appropriate (Counseling Services, Office of Student Engagement). If you are an athlete, the Athletic Academic Support Coordinator will be notified. Someone will contact you to help determine what will help you succeed. Please remember that this is a means for me to support you and help foster your success at Christopher Newport.

Academic Support:

The Center for Academic Success offers free tutoring assistance for Christopher Newport students in several academic areas. Staff in the center offer individual assistance and/or workshops on various study strategies to help you perform your best in your courses. The center also houses the Alice F. Randall Writing Center. Writing consultants can help you at any stage of the writing process, from invention, to development of ideas, to polishing a final draft. The Center is not a proofreading service, but consultants can help you to recognize and find grammar and punctuation errors in your work as well as provide assistance with global tasks. Go as early in the writing process as you can, and go often!

You may visit the Center for Academic Success to request a tutor, meet with a writing consultant, pick up a schedule of workshops, or make an appointment to talk one-on-one with a University Fellow for Student Success. The Center is located in Christopher Newport Hall, first floor, room 123.

Tentative Class Schedule
(Readings with * are optional)

This schedule is subject to change if we require more or less time to adequately cover each topic.

Week 1: Introduction

1/8: Course introduction

1/10: The Rise and Decline of China, Korea, and Japan in Pre-Modern Asia

- Borthwick, 1-51

Week 2: East Asia encounters the West

1/15: The Impact of the West and China's reactions

- Borthwick, 73-94, 97, 100-101, 107-108

1/17: The Impact of the West and Japan's reactions

- Borthwick, 115-128, 133-136

Week 3: Revolution and Sovereignty

1/22: Ideology (Marxism, Leninism, Maoism, Nationalism, Communism, and Fascism)

- Borthwick, 157-159, 168-186, 189-206

1/24: Tibet, Xinjiang, and the Sino-US relations

- Borthwick, 3-5 "China and Inner Asia"
- On Tibet
 - (China's narrative) "Peaceful Liberation of Tibet," Xinhua, 2001 <
<http://www.china.org.cn/english/13235.htm>>
 - (US narrative) Borthwick, 410, 416 (read sections on Tibet)
 - *"Secret Files: Untold Story of CIA Covert Operations in Tibet," *Sputnik International*, 10/21/2018.
- On Xinjiang
 - (China's narrative) "Xinjiang camps: China takes its defence of 're-education centres' overseas with Pakistan meeting," *South China Morning Post*, 10/17/2018 <
<https://www.scmp.com/news/china/diplomacy/article/2168932/xinjiang-camps-china-takes-its-defence-re-education-centres>>
 - (US narrative) "China is creating concentration camps in Xinjiang. Here's how we hold it accountable," *Washington Post*, 11/24/2018.

Week 4: Why is South Korea more successful than the north?

1/29: Colonialism (institutional legacy)? Democracy (regime type)?

- Borthwick, 265-306
- *Atul Kohli, "Where Do High Growth Political Economies Come From? The Japanese Lineage of Korea's 'Developmental State,'" *World Development*, vol. 22, no. 9, 1994: 1269-1293.
- *Stephan Haggard, David Kang, and Chung-in Moon, "Japanese Colonialism and Korean Development: A Critique," *World Development*, vol. 25, no. 6, 1997: 867-881.
- *Report: Democratic Nation Building (Interactivity Foundation, 2011)

1/31: The governed market (South Korea and also Japan)

- Robert Wade, chapter one, *Governing the market*. Princeton University Press, 1990. (P22-33)

Week 5: Reform and Resistance

2/5: China's economic reform

- *Borthwick, 407-420
- Borthwick, 420-422, 431-436
- "The Secret Document That Transformed China," NPR, 2012 <
<https://www.npr.org/sections/money/2012/01/20/145360447/the-secret-document-that-transformed-china>>

2/7: "Trapped transition?"

- Gwynn Guilford and Roberto A. Ferdman, "Nail Houses: Unlikely Monuments to Anti-Government Resistance in China," *The Atlantic*, 2013.
- Katina Stefanova, "China's Rising Wealth Gap and Implications to Markets And the World," *Forbes*, 12/19, 2017.
- Keith Zhai, "China's Xi to Tighten Communist Party Grip on Economic Life," *Bloomberg*, 3/6/2018 <
<https://www.bloomberg.com/news/articles/2018-03-06/china-s-xi-readies-sweeping-government-overhaul-to-empower-party>>

Week 6: Democratization (or not?)

2/12: Taiwan and Hong Kong

- Borthwick, 355-358

2/14: Singapore (and South Korea)

- Borthwick, 348-355, 271-272

Week 7: Why hasn't China democratized?

2/19: Authoritarian Resilience

- Bruce Dickson, *Wealth into Power: The Communist Party's Embrace of China's Private Sector*, Chapter 1 "Introduction," Cambridge University Press, 2008.
- Heilmann, Sebastian. 2007. "Policy Experimentation in China's Economic Rise", *Springer Science and Business Media*, 2007
- *Lily Tsai, *Accountability without Democracy: Solidary Groups and Public Goods Provision in Rural China*, Chapter 1 "Governance and Informal Institutions of Accountability," *Cambridge University Press*, 2007

2/21: Government and societal tactics

- Gary King, Jennifer Pan, Margaret E. Roberts, "How Censorship in China Allows Government Criticism but Silences Collective Expression," *American Political Science Review*, 2013. (It's ok to skip the technical details.)
- Taiyi Sun, "Deliberate Differentiation by the Chinese State: Outsourcing Responsibility for Governance," *China Quarterly*, upcoming.
- *Echo Wang, Cardiff Garcia, and Stacy Vanek Smith, "China's Social Credit System," NPR, 10/9/2018,
<https://www.npr.org/sections/money/2018/10/09/655921710/chinas-social-credit-system>

Week 8: Meritocracy?

2/26: Institutionalization and elite politics in China

- Huang, Jing. 2008. “Institutionalization of Political Succession in China: Progress and Implications”, *China’s Changing Political Landscape: Prospects for Democracy*. Cheng Li, Editor. P80-97
- Susan Lawrence. 2013. “China’s Political Institutions and Leaders in Chart.” *Congressional Research Service*, P1-26.
- *Lawrence, Susan and Michael Martin. 2013. “Understanding China’s Political System.” *Congressional Research Service*, P1-41.

2/28: Alternatives to Western Democracy?

- Tomoyuki Tachikawa, “Japan’s biggest opposition realignment in decades fails to loosen LDP grip,” *Kyodo News*,
(<https://english.kyodonews.net/news/2017/10/f926d2bcbc17-focus-biggest-opposition-realignment-in-decades-fails-to-loosen-ldps-grip.html>)
- Daniel Bell, *The China Model: Political Meritocracy and the Limits of Democracy*, Chapter one.
- *Michael Coppedge and John Gerring, “Conceptualizing and Measuring Democracy: A New Approach.”

Week 9: Spring recess (from 3/1-11)

Week 10: Midterm and First-round online simulation

3/12: in class Mid-term exam

3/14: Simulation session I (online): the Korean Nuclear crisis negotiations

There are no readings for Week 10. Please take the time and watch the film “The Gate of Heavenly Peace” on Youtube and prepare for Short assignment II:

- Richard Gordon and Carma Hinton, “The Gate of Heavenly Peace, Part 1” <
<https://www.youtube.com/watch?v=1Gtt2JxmQtg&t=2585s>>
- Richard Gordon and Carma Hinton, “The Gate of Heavenly Peace, Part 2” <
<https://www.youtube.com/watch?v=o0lgc4fWkWI&t=603s>>

Week 11: Politics in Japan and Korea

3/19: Japan and South Korea’s Electoral Politics

- Steven R. Reed, “Japan: Haltingly Towards a Two-Party System,” in Michael Gallagher and Paul Mitchell, eds., *The Politics of Electoral Systems*, Oxford University Press, 2005: 277-294.
- Arthur Stockwin, “Explaining one-party dominance in Japanese Politics,” *East Asia Forum*, 2018 <
<http://www.easiaforum.org/2018/01/19/explaining-one-party-dominance-in-japanese-politics/>>
- Jin Kai, “Why Are South Korean Politics So Messy?” *The Diplomat*, 5/26/2018 <
<https://thediplomat.com/2017/05/why-are-south-korean-politics-so-messy/>>
- *Sook-Jong Lee, “The Transformation of South Korean Politics: Implications for U.S.-Korea Relations,” *Brookings Report*, 2004 <
<https://www.brookings.edu/research/the-transformation-of-south-korean-politics-implications-for-u-s-korea-relations/>>

3/21: The North Korean nuclear crisis

- Joshua Stanton, Sung-Yoon Lee, and Bruce Klingner, “Getting Tough on North Korea: How to Hit Pyongyang Where it Hurts,” *Foreign Affairs* (May/June 2017): 65-75.

Week 12: Disasters, Civil Society and the Environment

3/26: Civil Society

- Taiyi Sun, “Civic Transformation in the Wake of the Wenchuan Earthquake: State, Society, and the Individual,” *Made in China*, 2018: 66-70.

3/28: Developmental states and Environment

- Arik Levinson, Environmental Kuznets Curve, entry in *New Palgrave Dictionary of Economics*, 2nd, ed. Forthcoming.
- *Gene Grossman and Alan Krueger. “Economic growth and the environment,” *Quarterly Journal of Economics* 110, 1995: 353-377.
- Taiyi Sun, “Developmental States and Environment: Experiences from China and Japan.”

Short Assignment Due on 3/29

Week 13: International relations in East Asia

4/2: Territorial and Maritime Boundary Disputes

- Taylor M. Fravel, *Territorial and Maritime Boundary Disputes in Asia*, Oxford University Press, 2014 < <https://dspace.mit.edu/openaccess-disseminate/1721.1/92742>>

4/4: Simulation session II (in class): the Korean Nuclear crisis negotiations

Week 14: The rise of China and its international consequences

4/9: Thucydides Trap?

- Graham Allison, “The Thucydides Trap: Are the U.S. and China headed for war?” (<https://www.theatlantic.com/international/archive/2015/09/united-states-china-war-thucydides-trap/406756/>)
- Xuetong Yan, “The Age of Uneasy Peace: Chinese Power in a Divided World,” *Foreign Affairs*, January/February, 2019, Vol.98: 40-46.

4/11: Sino-US economic competitions (including the “trade war”)

- Nair, Arun. 2015. “AIIB: Will China’s Use of Financial Muscle Reshape World Order for the Better?” *Diplomatic Courier*, Vol.9(4) P52-54.
- Van Noort, Carolijn. 2016. “Constructing a New World Order through a Narrative of Infrastructural Development: The Case of the BRICS” *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering* Vol: 10, No: 2.
- *Brautigam, Deborah. 2009. “Prologue: The Changing Face of Chinese Engagement in Africa”, *The Dragon’s Gift*. Oxford University Press. P1-21.

Week 15: Simulations

4/16: Simulation session III (in class): the Korean Nuclear crisis negotiations

4/18: The Press Conference (if there is no joint statement, each team will briefly provide some comments and reflections)

Small Group Project and Negotiation Simulations
The Korean Nuclear Crisis and Talks

Project description

North Korea’s nuclear capacity and its potential threat to international security is at the core of East Asian politics, if not world politics. This group project provides an opportunity for students to understand the multi-dimensional nature of the issue and ask students to research the perspectives, interests, and capabilities of key players, then strategize, negotiate and work on a potential joint statement that is acceptable by all parties.

Teams and members

As rounds of increasingly harsh UN-imposed ‘smart’ sanctions appear to have had little effect on Pyongyang’s behavior, the Six-Party Talks are reconvening on **April 16th, 2019** in Beijing to defuse tensions, gain more information, and slow North Korea's nuclear program. The six players – **Pyongyang, Washington DC, Seoul, Tokyo, Moscow, and Beijing** – have varying levels of interest in diffusing tensions. Neutral Nations Supervisory Commission members **Switzerland** and **Sweden** will also send experts to address the status of the demilitarized-zone and their confidence-building measures. The **International Atomic Energy Association (IAEA)** will send its technical experts to support the talks.

Key player(s)	North Korea	South Korea	Japan	China	The U.S.	Russia	Switzerland and Sweden	IAEA
Number of students	3	2	2	3	3	2	1+1	2

Timeline

Week 2: Introduction to the project and team assignment

Weeks 3-7: Team research. By the end of Week 7:

- The internal position paper is due (send to professor)
- The public position statement is due (post on scholar)

Week 8: The first internal strategy note is due (send to professor)

There is no negotiation or discussion between teams until spring recess starts. During the spring recess, teams could initiate contact to schedule talks during the first simulation in Week 10.

Week 10: The first online simulation. Each team should find a secure location and start the first round of bilateral/multilateral negotiations. Negotiations can be private (For example: construct a google doc with invited parties only, plus the professor) or public (use the scholar forum). After the first simulation, each team should email the professor with the complete online negotiation chat history within 48 hours, even if the negotiation is public.

Weeks 11-12: each team continues to approach each other. By the end of Week 12, the second internal strategy note is due (send to professor)

Week 13: Simulation II (in class)

Week 14: the third internal strategy note is due (send to professor)

Week 15: Simulation III (in class) and the press conference. A brief reflection/critique is due by the end of Week 15.

Assignment description and grading rubrics

The Position paper (10%)

The position papers address the team's historical background vis-à-vis the issues contained in the scenario, the team's **capabilities, interests, and their core goals** for the negotiations. They present their strategy for negotiations—for example, which other teams are negotiating partners and which issues are priorities. Students should draw insights from their countries' past practices in prior rounds of negotiations and from their broader foreign-policy behavior, in which tactics included the use of high-level summit among select players; the incentives of economic, food, and medical aid; or the use of sanctions as punishments. Negotiation plans also should recognize key strategic realities such as China's de facto control over DPRK sanctions enforcement and the military disparities between the DPRK and the ROK. Students should consider "natural" negotiating partners (Switzerland and Sweden are already grouped into a negotiating pair given their decades of cooperation as military observers) and leverage relationships across the different negotiating issue topics. Other than the team, only the professor will see the position paper; therefore, students can write frankly and directly. The position paper familiarizes students with their teammates and prepares them for the negotiations by gaining knowledge and expertise about their assigned team. Students also indicate the appointment of their individual roles within teams, divided by either national focus or function. For example, a two-person Japan team may decide to define their team by specialists in Japan-US and ROK-Japan relations, and/or abductee issues and health-security issues. Clearly utilizing team members highlights the relevance of these issue areas for negotiations.

The position papers should be 2-5 pages, capture the key elements of the above description, and will be graded based on the Montessori Model United Nations' position paper rubric < <http://montessori-mun.org/wp-content/uploads/2013/09/position-paper-rubric.pdf>>

Please name the file with your country name and include the names of authors.

The public position statement (2%)

A short statement to be posted on *scholar*. This statement should announce your intentions to communicate/coordinate with certain countries, provide contents that you want other countries to be aware (information, strategies, goals, etc.) – it is up to you whether you want to reveal your true goals here. Your official contact info should also be provided. Points will be granted as long as the statement is posted on time and key elements are there.

The internal strategy notes (6%, 2% each)

Before each simulation, each team should send the professor an internal strategy note indicating your plan for the next few simulations, teams you want to approach, how you intend to approach them (if there are any leverages, tactics you plan to use), what your bottom line is, and what your expected outcome is. The strategy note could also include tasks for each member of the team. The note can be as short as a few sentences but

should not be more than two pages. Points will be granted as long as the strategy notes are sent to the professor on time and key elements are there.

The brief reflection/critique (2%)

Reflect on how your team did throughout the simulations. What are the pluses and deltas? Points will be granted as long as the reflection/critique is sent to the professor on time and key elements are there.

Negotiation and project management (5%)

The following items will be considered for the negotiation and project management grade:

- Actively participate in each segment, is engaged, and well prepared
- Coordinates well with teammates, and shoulders the burden for teammates
- Respond to teammates and other teams in a timely manner
- Negotiate effectively, process new information effectively and can modify interventions “on the fly” to better achieve goals. Can prioritize to distinguish between tactical concessions for strategic gains, and consistently works to build a strong coalition of support.
- Examines the negotiations from diverse perspectives. Has a clear grasp of logic and is able to persuasively counter and bargain with interlocutors. Crucially, the negotiator is able to acknowledge opposing positions in the attempt to secure their own desired negotiated outcomes.
- Negotiator exhibits eye contact and engages their audience when responding to questions. Negotiator only uses appropriate language in the discussion.
- Submit the online negotiation chat history and other additional material (for example, the joint statement, other bilateral and/or multilateral communications)

Due dates

2/21: internal position paper due (email professor)

2/21: public position statement due (post on scholar)

2/28: 1st strategy note due (email professor)

3/16: chat history of the first simulation (online) due (email professor)

3/28: 2nd strategy note due (email professor)

4/11: 3rd strategy note due (email professor)

4/18: Reflection and critique due (email professor)