Providing security is one of the most important tasks facing the state. Modern Japan has used a variety of strategies to provide security for its citizens, including experimenting with domestic political institutions, colonizing neighbouring countries, picking fights with more powerful states, fashioning new national identities, and surrendering its right to formulate security policy. Understanding the nature of the security dilemmas Japan has found itself in since 1853, the strategies it developed to respond, and the factors that gave rise to them, both international and domestic, is what this course is about.

The course is divided into four parts. The first part describes the four major security dilemmas Japan found itself in from 1853 until 1996 and introduces you to approaches in international relations that can help make sense of Japan’s responses. The second part describes the transformation in Japan’s security policy that occurred in the late 1990s/early 2000s and asks you to critically appraise two different perspectives on this, derived from two very-different approaches in international relations. The third part elucidates how Japan has started using the overseas dispatch of the SDF as a tool of its security policy and the issues that surround that. The fourth part elucidates Japan’s position on three contemporary security challenges: the threat posed by the DPRK, the threat posed by China, and relations with the ROK. No prior knowledge of Japan, Japan’s security policy, or the Japanese language is required.

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Office Hours: Wed, 5-7pm, or by appointment.

Tutor: Ms. Kerri Ng
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Course Objectives: In taking this course, students are expected to acquire:

1. A history of the major security dilemmas Japan has found itself in since 1868 and how it met them.
2. An understanding of the domestic political, social and economic context in which Japan’s security policy has been made and how this context has changed over time.

3. An understanding of Japan’s perspective on major contemporary security challenges.

4. An introduction to the variables used to explain the security policies adopted of states, such as balance of power; fear of entrapment; fear of abandonment; norms; cultures; identities; leaders; public opinion and the media; and political institutions, and the paradigms in international relations that give rise to them.

5. An introduction to social science research methods and in particular, how to ask and answer a research question.

Course Requirements: You are strongly encouraged to attend all lectures and one of the weekly tutorials. Lectures will be held every week except for week 7 (April 17) and tutorials will be held in weeks 2-13. You are expected to complete the assigned readings for each lecture ahead of time and use your understanding of them and the information presented to you in lecture to answer the questions posed to you in lecture and tutorial. The study questions at the beginning of each lecture are meant to guide your reading of the material for that lecture. In addition, you are required to complete an in-class, closed-book mid-term examination (on April 17), which will examine material taught in weeks 1-6; a 2,000-2,500-word research essay, due on May 3 at 11.59pm, in which you will tackle one of a list of questions that will be distributed to you in lecture; and a closed-book final exam (to be scheduled), which will examine material taught in all weeks. The midterm and final exam will contain a mix of questions requiring short and long answers.

Grade Breakdown:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Research Essay</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
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Research Essay: This should be between 2,000-2,500 words and is to be submitted via [www.turnit.in](http://www.turnit.in) by 11.59pm on May 3. You are expected to tackle one of a number of questions that will be distributed to you in lecture and use as much material as possible, referencing this material appropriately. The IPS Guidelines for Undergraduate Assessment describes the expectations of the essay and the rules regarding format, submission, referencing style, penalties for late submission, penalties for not keeping within the word limit, and extension requests. Each of these policies will be followed in this course, so please consult this guide.

Required Texts: There are no required textbooks for this course.

Assigned Readings: The assigned readings for each week have been scanned and are available on the course website. Supplementary material for each session is also noted. This is only for your reference and is not required.
Important Dates:

First Lecture .......................... Wednesday, February 20
First Tutorials .......................... Thursday, February 28
Mid-Term Exam .......................... Wednesday, April 17
Research Essay Due ....................... Friday, May 3 (11.59pm)
Final Lecture ........................... Wednesday, May 29
Final Tutorials ........................... Thursday, May 30
Final Exam ............................... (to be scheduled).

COURSE OUTLINE


This lecture explains why Japan’s security matters and provides an overview of the topics to be covered in the course. It also outlines the aims of the course and its requirements. Which variables and factors influence the strategies states use to secure themselves, according to scholars of international relations? Why can’t states simply arm themselves to the teeth? What is a research question, and what criteria should we use when evaluating the answers provided in our readings?


For Reference:


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PART I: HISTORICAL SECURITY DILEMMAS, 1853-1996

Feb 27 (Week Two). Preventing Colonization and Gaining Status (1853-1945).

This lecture focuses on the security dilemma Japan found itself in as it entered international society and the decisions it made that ultimately led it down the path of brutal imperialism. It also introduces the rationalist approach in international relations, which holds that material factors
such as the balance of power influence security policy. What concerns motivated Japanese leaders during this period? What strategies did they use to address these concerns? Why did Japan embark on a strategy of brutal imperialism, according to Snyder? Does it make sense to treat “Japan” as a unitary actor, motivated by concerns such as “security” and “status”?


For Reference:


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**Mar 6 (Week Three). Regaining Independence (1945-1952).**

This lecture focuses on the security dilemma Japan found itself in during the Allied Occupation, 1945-1952. What were the legacies of the Occupation for Japan and Japan’s security policy? How did U.S. strategic concerns influence its handling of the Occupation? Why did MacArthur want to “save” the emperor? How much were the Japanese side able to influence what went on during the Occupation?


For Reference:


This lecture focuses on the security dilemma Japan found itself in between 1952 and 1976 and the strategies it developed in response, which include putting economics first, adopting a “low-profile” internationally, and constructing a new pacifist identity. This lecture also introduces the constructivist approach in international relations, which holds that non-material factors such as norms and culture matter for security. How do Berger and Chai explain Japan’s choice of security strategy in this period? Are their explanations convincing? How does Izumikawa disagree?


For Reference:


This lecture focuses on the security dilemma Japan found itself in between 1976 and 1996 and the strategies it developed in response, which include agreeing to new guidelines for defense cooperation, establishing a budget for overseas development assistance, and contributing to U.S. efforts in the Gulf, 1990-1991. Building on the rationalist approach, this lecture introduces concepts in international relations that help us understand how states behave when they are allied to other states. Lind, Midford, and Kawasaki all offer different explanations for Japan’s behavior during this period. Which explanation do you find most convincing, and why?


For Reference:


PART II: JAPAN’S POST-1996 SECURITY TRANSFORMATION

Mar 27 (Week Six). Normalizing Japan: Structural Factors?

This lecture focuses on the transformation in Japan’s security policy that occurred around 1996. What did this transformation look like? When did it begin? How did the identity and image of those delivering security, the Self Defense Forces (SDF) and the Japan Coast Guard (JCG), change during this time? How does Samuels (2006) explain this transformation? Which approach in international relations is he drawing from? Do you find his explanation convincing? Why/why not?


For Reference:

April 17 (Week Seven). No Lecture. In-class mid-term exam.

April 24 (Week Eight). Normalizing Japan: New Political Institutions?

This lecture introduces two alternative perspectives on the post-1996 transformation in Japan’s security policy, which are rooted in an understanding of how domestic political institutions can constrain and enable policymakers. It also introduces an alternative rationalist approach in international relations, which holds that policymakers’ calculations about how to secure their states are heavily influenced by their own career goals. How does Japan’s new electoral system enable policymakers to focus on security? Do you find this explanation convincing? How do different leadership selection processes affect the nationalistic orientation of their foreign policies, according to Sasada? Do you find this explanation convincing?


PART III: NEW TOOLS OF JAPAN’S SECURITY POLICY

May 1 (Week Nine). Overseas Dispatch of the SDF.

In 1992 the Japanese government passed a law enabling its Self Defense Forces to be dispatched overseas for the first time. Since then, SDF officers have participated in peacekeeping missions sanctioned by the United Nations, U.S.-sponsored missions in Iraq and Afghanistan, and anti-piracy missions in the Gulf of Aden. This lecture describes the decision processes surrounding Japan’s decisions to dispatch troops to each of these missions. It introduces three different explanations, each drawing upon a different approach to international relations, for why Japan did so. Which explanation do you find most convincing and why?


PART IV: CONTEMPORARY SECURITY DILEMMAS


This lecture focuses on the threat posed by the DPRK and the strategies Japan has used and is using to meet this threat. Why did the DPRK emerge as a security threat after the end of the Cold War? How does the DPRK threaten Japan? How has Japan balanced carrots and sticks in its responses? Is the abduction issue helping Japan meet the threat or hindering it? Why hasn’t the DPRK’s nuclear weapons program been enough to push Japan to acquire a nuclear weapon of its own? Under what conditions might Japan do so? How has the media influenced Japan’s relations with North Korea, according to Lynn? Why might Japanese people be receptive to this framing?


May 15 (Week Eleven). China: Rising and Irredentist.

This lecture focuses on the threat posed by the rise of China and the strategies Japan has used and is using to meet this threat. What do theories of international relations predict about China’s rise? What do they predict about how Japan will respond to China’s rise? Can we characterize Japan’s response to China’s rise to date as one of balancing or accommodation? Why do Japan and China care so much about the Senkaku islands? Do recent events in the East China Sea signal a change in Japan’s response? Why did Japan stop providing ODA to China in 2005? What does Australia have to fear from rivalry between Japan and China?


Hugh White. The Age. Right now, we don’t need an alliance with Japan, 11 December 2012.


Asahi Japan Watch. Inside Look: Japan tried but failed to avert disaster in China dispute, 26 September 2012.

For Reference:


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May 22 (Week Twelve). The ROK: A Reluctant Ally.

This lecture focuses on relations between Japan and the Republic of Korea (ROK). Despite clear incentives for the two countries to cooperate, their relationship continues to be marred by disputes over territory, the way history should be remembered and passed to future generations, and the status of comfort women in history. Why do these two countries have such a volatile relationship, according to Cha? Do you find this argument convincing? If he is correct, under what conditions might we expect more cooperation?


Nanae Kuroshige. Asahi Japan Watch. Islets row puts chill on defense exchange programs with S. Korea, September 02 2012.
May 29 (Week Thirteen). Wrap-up and Conclusion.

This lecture has two aims. The first is to consider how alternation in power from the Liberal Democratic Party (LDP) to the Democratic Party of Japan (DPJ) in 2009 influenced Japan’s security policy. How will alternations of power in the future affect security policy? The second aim is to review the material covered in the course. Which security dilemmas has Japan found itself in since 1853 and what strategies did Japan use to deal with those dilemmas? What major factors influenced the selection of these strategies? What did we learn about the field of international relations? What did we learn about how to critically appraise research?