

(ONLINE) APPENDIX A: ROLE & SUB-ROLE PRIMER

Role	Sub-Role	Description
United States Presidency	President	America's "Chief Diplomat" and Commander-in-Chief of the Military
	Vice-President	America's spare president with few formal powers; role and impact largely defined by who holds the office at the time.
United States Military	Secretary of Defense	de facto "deputy commander-in-chief" in the military hierarchy and formally administers and represents the interests of the US Military. Must be a civilian generally with defense knowledge and experience (or a member of the military who has been retired for 7 years or more unless they receive a waiver which has only been granted to two secretaries: George Marshall (1950) and James Mattis (2017, incumbent))
	Chairman of the Joint Chiefs of Staff	Highest Ranking and senior-most military officer of the US Military who serves as chief advisor to the President and Secretary of Defense in their command roles but does not have a formal command role over the military. Always a military officer of general rank before appointment who is granted four-star rank upon appointment.
United States Diplomats	Secretary of State	Deputy "Chief Diplomat" of the United States and administrator of the foreign service and Department of State. Negotiates treaties and manages the affairs of the United States and US Citizens abroad.
	UN Ambassador	Head of US delegation to the United Nations who represents the interests of the US in all matters at the UN as well as serving as the representative in the US's permanent seat on the UN Security Council
United States Congress	Republicans	Elected legislative representatives from the center right (conservative) American political party
	Democrats	Elected legislative representatives from the center left (liberal) American political party
United States Business Firms	Int'l Competitive Sectors	Domestic business firms in internationally competitive sectors (e.g., Finance, Tech, Aerospace etc.) and multinational corporations.
	Int'l Un-Compet. Sectors	Domestic business firms in internationally uncompetitive sectors (e.g. Coal, Steel, Textiles, Automotive Assembly etc.) and their workers
United States Opinion Leaders	Isolationists/Libertarians	Think tanks and NGOs who advocate for isolationist or libertarian positions in international relations
	Pacifists & Humanitarians	Activists and NGOs who advocate for pacifism and humanitarian causes in international relations

Role	Sub-Role	Description	
China (PRC)	Communist Party/ General Secretary	The General Secretary of the Central Committee of the Communist Party is the chief executive and commander in chief of the military in the Chinese system. The Communist Party is the only governing political party of China. Note: there was a major shift in 1966 and in 1976 with respect to int'l relations.	
	People's Liberation Army	The armed forces of China. Formally controlled by the Communist Party and therefore by the head of that party, the General Secretary of the Central Committee (above)	
	Min. of Commerce/NDRC/Firms	Together, these groups represent business and economic interests in China. The Ministry of Commerce is an agency of Chinese Gov.t responsible for foreign trade policy and regulation. The National Development and Reform Commission (NDRC) is the contemporary name for the State Planning Commission and is in charge of macroeconomic planning and management for the Chinese Economy. Note: There was a major shift in 1978 with respect to int'l relations.	
Japan	Conservatives/Self Def. Force	Conservatives and representatives of the Japanese Self Defense Force (what Japan has instead of a military)	Note: Conservatives and Firms jointly managed the Liberal Democratic Party (LDP) who held power in democratic Japan for most of the 20 th and 21 st century (1948-93, 96-2009, 2012-now)
	Firms/Moderates	Business interests and political moderates.	
South Korea (ROK)	Military/Conservatives	The military and political conservatives. President 1947-60, 63-98, 2008-17	
	Civil Society/ Progressives	Members of civil society and political progressives. Held president/PM in 1960-62, 98-2008, 2017-now.	
	Chaebols (Firms)	Large business firm conglomerates. Usually ally with Military/Conservatives.	
Taiwan (ROC)	KMT & it's Allies	The long-dominant conservative party coalition lead by the Kuomintang. President 1948-2000, 08-16.	
	DPP & Other Outsiders	The Democratic People's Party (DPP) and other outsider groups. President 2000-08, 16-now	
North Korea (DPRK)	Military	The military command structure of the North Korean regime	
	Kim Family	The ruling family of the North Korean regime	
ASEAN Former Anti-Communist	Philippines, Thailand	The pro-western block of ASEAN (headed by the Philippines).	
	Malaysia, Indonesia Singapore, Brunei	The non-aligned anti-communist block of ASEAN, lead by Malaysia and including Singapore, Brunei, and Indonesia.	
ASEAN Former Communist	Vietnam, Laos	The communist block of ASEAN.	
	Myanmar/Burma, Cambodia	The non-aligned anti-capitalist (and non-democratic) countries lead by Myanmar/Burma and including Cambodia.	

(ONLINE) APPENDIX B: STUDENT EVALUATIONS

The assignment of the students to each section was not based on any particular criteria, and section swaps were only permitted early in the semester, long before the launch of the simulation exercise. The simulation exercise was not held in the same class previous year, so students had no information when they chose their section, so they can be considered comparable.

Student feedback for the different simulation models was captured through anonymous course evaluations administered by the university. The course evaluations allowed for both quantitative measures of how useful the students found various parts of the simulation as well as qualitative comments on what the students perceived as most and least helpful about the simulation. As can be seen in Table 1 the average student who participated in each model found the simulations to be more than somewhat useful. As the differences between the models are well within and much smaller than the standard deviations, students did not perceive much difference between the overall usefulness of the simulation models.

While the average student found the simulations to be similarly useful, the distribution of student responses varied by model (Figure 1) but showed similar trends. All the distributions were positive-skewed (peak above 4). The engagement and perceived learning scores were slightly bimodal for the cooperation model but the bimodality still favors positive satisfaction in both cases. While course evaluations are not a systematic measure of learning attainment, we can be reasonably confident from this imperfect measure that the typical student did not resent the use of this active teaching method.

Turning to the qualitative results, it seems that the different models achieved their different goals with the students, although those goals sometimes left students happy and sometimes with realistic feelings of frustration, disappointment, or frenzy. By realistically simulating a summit in weakly institutionalized Asia, the consensus model left students reflecting on how the lack of structure can lead to frustrating outcomes despite good preparation. True to the gamified intent, the cooperation model generated emotional responses in the students, which made them feel messy and chaotic but engaged with doing right by their assigned role.

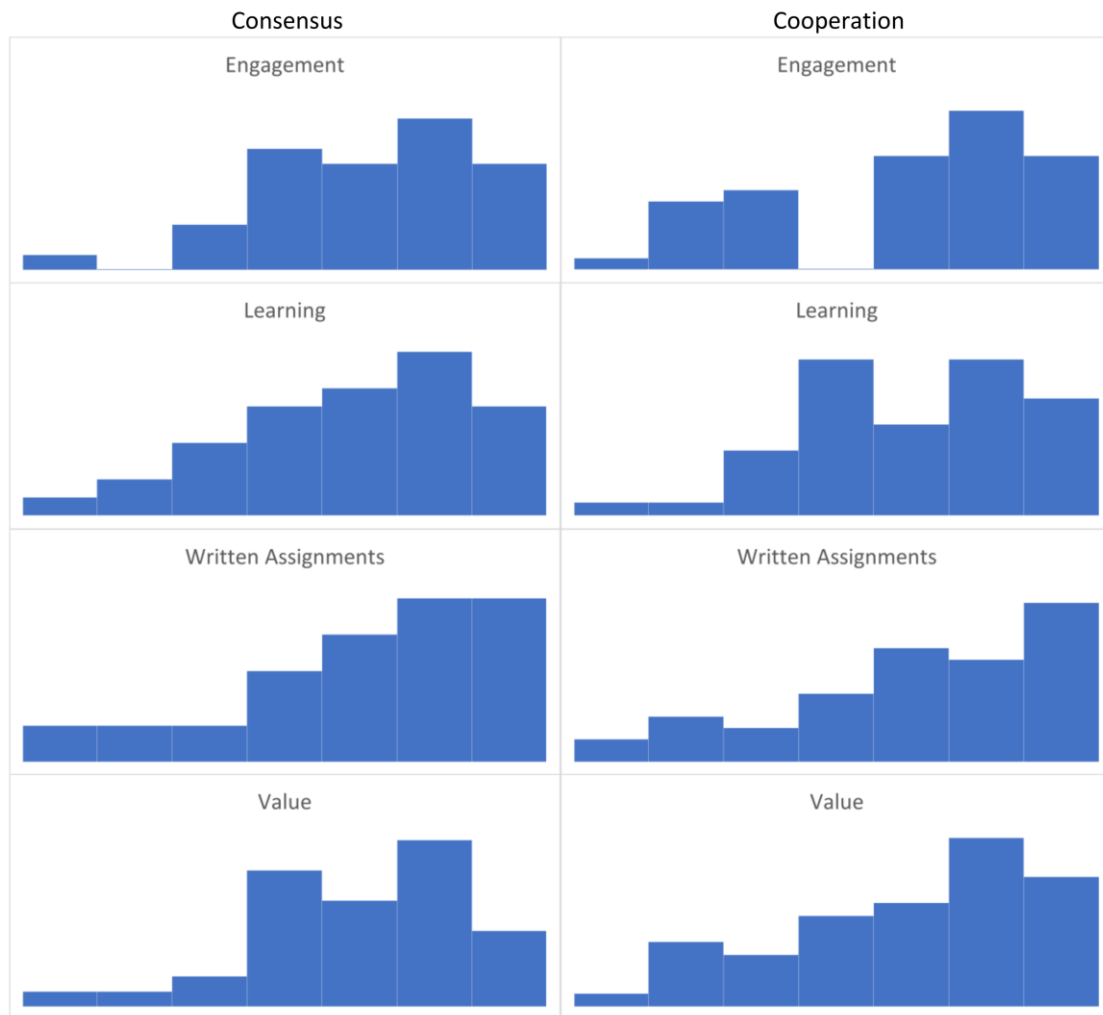
Quantitative Evaluations

Table 1: Mean Student Evaluations of the Simulation Models

Question	Consensus	Cooperation
How much did the simulation help you engage with the course?	5.17 ± 1.44	5.25 ± 1.39
How much did the structure of the simulation help you to learn the course material?	4.91 ± 1.62	5.02 ± 1.51
Did you find the written assignments associated with the simulation kept you more engaged with the reading material?	5.11 ± 1.75	5.1 ± 1.79
How valuable did you find the simulation as a student?	5.03 ± 1.44	4.98 ± 1.71

Scale: 1 (Not at all) --2--3--4(somewhat)--5--6--7(very)

Figure 1: Distributions of Course Evaluation Question Responses by Model



Qualitative Evaluations

Students responses to three free response questions from the course evaluations are presented below. The questions were the same for the consensus and cooperation models and all student responses have been pooled for a model. Responses have been anonymized and are quoted in no particular order, to facilitate reader understanding of how the models were received.

Question 1: What did you find MOST useful or helpful about the policymaking simulation?

Consensus Model Responses to Question 1

It made the issues we learned about in class a little more present/relevant.

Debate

Forcing me to take a more in depth look at current events and the implications of every interaction between countries

Assigning roles that force students to put themselves in the shoes of policymakers and influencers.

Having a specific actor and therefore specific point of view.

Hearing multiple perspectives about the same issue

I found the structure of the policymaking simulation to be the most helpful in understanding each country's stance on the SCS, ECS, and economic cooperation. Although our class did not reach a consensus, the mock summit provided a more realistic approach to understanding these concepts.

It got me thinking in different perspectives and what some actors find more or less valuable, and to understand why they are doing what they are doing.

It caused me to read from a given country's perspective instead of in a general manner

I was able to learn about topics in a more interactive setting. Our section in particular was a bit more lax and had many students get really into it so it was different and interesting.

I appreciated talking through the points that were highlighted in the course.

I gained an understanding of actors' relative interests in East Asia.

Reviewing the material from the perspective of an actor broadened my understanding of the selected topics.

It related to the course material in a great way. It was fun to prepare for.

the most helpful were the writing assignments associated with the simulation. They really got me to think about my actor and practice writing because we did not have any big papers in this course.

useful for understanding an actor's position

seeing situations from the lens of a real-world actor

To learn the position of your actor.

I and to think about how to frame my policy options in ways that would benefit me without upsetting my political opponents

The simulation was a fantastic way to understand what the current climate is like in East Asia. Having specific actors with different opinions allowed us to research the dynamics of politics in Asia. It was also helpful to apply what we learned in the course to current events.

Everyone did their research so it went smoothly and everyone gave an informed statement

I like how it was structured the way a real summit would be.

Learned to talk in a diplomatic manner

The preparation

It was a helpful exercise in that I was able to dig deeper into my own actor and understand the position of my actor.

The interaction with other actors, it made it interesting to actually hear stance on issues, from like a real person.

Made you engage fully with a position and also understand the positions of peers.

helped me to really understand my actor's strengths and weaknesses

Doing outside research into the motives of my actor and the bounty of contemporary articles and material I found out through it (beyond the theoretical foundations in the assigned readings for the course)

just having to memorize my part

Cooperation Model Responses to Question 1

it made me really think about my role, and other people's roles, in terms of what each person wanted from the transactions.

It was nice system, it made me see from a different perspective other than myself and really think why that person will behave so etc.

I found the policy simulation most useful when writing the response paper because I had to think about the reading more critically and spend more time understanding the material for that week.

Just having to think from one perspective throughout the year

Practicing my negotiation skills

Policymaking Simulation Responses

Having the activity controlled and clearly explained to be informed and prepared for it.

I learned much more about International relations and how to collaborate with other students

Thinking about a scenario in more detail due to policymaker role.

I think the most useful aspect of the policy making simulation was the research I had to do for the policy response papers. It was great doing research on potential issues that Humanitarians and Pacifists would be concerned with.

The emotions

Helped understand how connections are important

the simulation did, as the [TA] suggested, act as a touchstone for the material. I was engaged in the material from a new and broader perspective than I normally would have been.

The policymaking simulation allowed me to narrow down my understanding of the course content by understanding a certain situation through the eyes of the role I was assigned to. Specifically, as a US Diplomat, I was able to understand how the US would want to mediate relations with nations in East Asia and how best to go about doing so. It helped immerse me in the material and effectively allowed me to engage more with what I was reading.

It was enjoyable

I enjoyed the opportunity to act in a role and engage with others. Sliding into the skin of an international actor was an

interesting way to engage with the material.

That the [TA] let us do our own thing and to figure out our alliances and why on our own, but was there for support if anything

Push me to do research on the issues and analyze the interests of different actors.

It was helpful to be in someone else's shoes for the simulation, it led us to really engage in the material.

It helped as a confirmation of what we already knew to be true and definitely helped to ingrain the major concepts.

I found the reflection papers very useful to help prepare, and I enjoyed the simulation because it was an engaging way of synthesizing the material with tangible policy and strategy.

It made me think about stuff in the eyes of the nation that I was assigned to

It called for you to learn the material in an enjoyable way

I liked that it made me actually go out and learn more about my role and how they play in the politics of East Asia.

Made me analyze the readings more thoroughly

It was a good review of how the many different countries and governments work together, or not, in the real world.

It was interesting to try to debate and explain to others why they should work with your country specifically

I thought that the most useful part about the policymaking simulation was writing the simulation papers.

I enjoyed viewing an issue from a different perspective.

It made me consider the significance of the topics rather than just the identity of them.

It encouraged more critical thinking on possible relationships that do not seem realistic in real time international relations (e.g. NK – US cooperation)

Thinking like a foreign government was helpful when dissecting policy concepts and new ideas.

It's practical approach to explaining IR

Being able to explain the reasoning behind the alliances we made was a useful application of the material we discussed in lecture and readings.

The way it relates to the course.

Experiencing cooperation

Being able to work with other students allowed me to explore different ideas from various perspectives

I suppose that the simulation makes students realize that there are always multiple perspectives to each and every issue. Understanding this makes the big picture of the course more clear.

It forced us to do outside research

Question 2: What did you find LEAST useful or helpful about the policymaking simulation?

Consensus Model Responses to Question 2

how there was little structure in the simulation itself

The in-class simulation felt rather dry and consisted mostly of people reading out officials statements rather than consensus-building on the important issues discussed.

It was not that organized and it moved too slowly to really discuss policy issues in depth given the allotted time

The simulation was less like a discussion of issues and more like a meeting, where positions are stated. Based on what we'd learned in the course, we could have all somewhat accurately guessed the positions of the different actors, ourselves. Had it been more of a free-flow discussion, where compromise must be met, we would have built on what we'd learned. This is not the fault of [TA], however, as he did say it would be more like a summit, where actors discuss issues.

It was a reiteration of different country stances on issues that we covered in class, so while I felt it did help us consolidate our knowledge, I didn't learn anything new

I felt like it was not really regulated, and so a lot of people did not have a chance to speak.

Was not really a "debate". Just countries stating their interests.

The debate wasn't issue specific enough

I found it slightly confusing when writing response papers.

Not enough time to delve deep.

seemed rehearsed, unnatural

My actor was not particularly interesting.

being forced to make comments when there wasn't much to say or being forced to say things that were already stated by other students

it didn't actually engage with many of the readings, most had to be outside information in order to actually succeed in the simulation

Honestly I feel like the simulation was only really useful to people who either had an in-depth background knowledge of the subject or were really passionate about East Asian politics. I had neither of those things, so it really just felt confusing and useless to me because it did nothing to make me care about what I was learning. It felt kind of pointless to make agreements with other actors when it doesn't necessarily correlate with reality.

Acting

The events chosen as the topic of discussion were quite nuanced and had complex histories that were difficult to keep up with.

No clear consensus was reached.

Not being able to come to a satisfying conclusion or resolution to either prompt

I think it would have been interesting to include side conversations between two countries to see what kind of agreements they would have come across. But as said in class, it was probably due to time constraints.

It could be difficult to follow what every group was discussing.

It is a central focus on the course but only helps you in a really narrow sense

While it was interesting, some people did take up a lot of time and I felt "overspoke" meaning they did not let others speak. As a shy person, I don't like to speak much in class so it was intimidating to be surrounded by very loud people

It was littered with jargon which detracted from the core concepts.

We didn't come to a conclusion or any policies in our section.

my actor. It did not help me gain a better understanding of the course. Some students got actors such as Korea or Japan and those really engage you in the simulation but a lot of them were smaller and there was not much to say or it was hard to find things on them and they weren't on the exams.

Cooperation Model Responses to Question 2

I did not fully know what exactly my role purpose was until an hour before the simulation, partly because the description of it was so vague, which made it difficult to figure out what my goals were in the simulation.

Having a huge group per country was a bit difficult for me (we were a group of 4) I felt like it was little bit fast moving activity and just getting everyone on same page and agree on something etc is just harder with more people in general. If we had more time it would of been fine, but ya.

I found that the policy simulation exercise in general didn't help me understand the course material and seemed more like busy work.

The actual simulation.

The setup was messy and chaotic

Polymaking Simulation Presentations

a little hectic.

I was just disappointed that my role wasn't one of the primary actors of the events we were covering in class. However, I did find it interesting how they interacted with the others. But I definitely would have found it more beneficial doing research on another character for the sake of my understanding of the primary actors in the course (Communist Party, SE Asian nations, etc.)

Due dates sequentially throughout semester would have been good

That we didn't utilize them more in each discussion section.

While I did think the policymaking simulation was effective in the long-run, I think it initially gave many students anxiety leading up to it. With not enough background or clarification on what exactly we were doing or supposed to be achieving in the weeks prior to the simulation, and yet being told it was going to be a big part of our grade was a bit off-putting. If I had known that it was going to be more enjoyable that what I expected it to be I wouldn't have been too stressed out about it.

It wasn't clear what the simulation would involve until relatively late in the course.

I did not feel as if the policy papers helped to get into the thought process of the role, and only acted as an additional assignment that needed completion.

The description of the actors and their role in the simulation was a little confusing since there was multiple U.S. players but it was confusing to distinguish one from the other and their purpose.

We did not really discuss the simulation at all until the week before the simulation. So I think it should be applied more in lecture and discussion.

Due to the rather simplistic nature of it, we didn't really engage with any real depth beyond trying to make deals with the partners we knew to be good fits for us. Trading a sticker with a singular partner doesn't seem to be all that informative.

It could have been interesting to have the class vote on which issues to address in the simulation.

There was very little time. Perhaps we do the economic stuff one discussion and the maritime disputes a week later.

Lack of time devoted to the event

It was very specific and it would be nice to learn about all the roles.

Since you're not consistently being in the simulation or writing a paper on it I forgot to read the writings as my role

It was really fun, but it didn't help me learn anything new.

We did not really discuss it or talk about it too much throughout the semester so the assignment itself was a little out of left field when it occurred

N/A – The simulation exercise was structured well in my opinion.

There was not enough time to engage in lengthy, thoughtful conversations.

It was all stress free, nothing was bad.

It's inherent disadvantages given to countries such as North a Korea

I felt that everyone was just making alliances with others not due to any strategic decisions but because we knew we had to and so we just found anybody we could who would agree to the alliance. It was a bit disappointing, obviously the time constraint of the section makes it difficult to go really in depth with the simulation.

Format still needs to be worked on

A few of the assigned roles within the course were simply incompatible with other roles, thus putting the students playing those roles at a serious disadvantage.

Didn't learn much from the actual simulation

Question 3: Are there any specific SUGGESTIONS you have about how the policymaking simulation could be changed to better help students like you learn?

Consensus Model Responses to Question 3

go through a dry run of the policy simulation, or add timing for each actor to speak more debate style and less domestic actors!

Create specific prompts and guidelines as to properly conclude the simulation. In our case we did a summit and we were expected to resolve islands disputes but no one knew how to draft a realistic FTA

I would suggest more clearly articulating what the goal of the simulation is (to have a discussion based on the policies of each actor). It would also be helpful to split it into smaller groups at times, as not all of the issues concerned all of the actors.

Instead of cramming the simulation into one class, it should be a longer effort

More rigidly follow the topics given

Perhaps more guidance from the [TA], act more as a moderator.

An example of a policy response paper written by [TA], so we know how to write it

do not force students to comment just for the sake of opening their mouths. Sure require an amount of times students have to speak in total, but do not make them speak on every topic.

cater to engaging with the assigned readings

Don't do the simulation next semester because all it did was confuse me and needlessly cause more stress.

It felt more like a policy debate then a decision making process. Maybe next time, if the structure could be reorganized that could help students argue and create an exact policy decision

Feature topics in which more parties are deeply involved; some groups didn't have as much to say as others regarding

territorial disputes

Nope, I liked the way [TA] ran the simulation.

Give a minimum amount of times a student is to speak. But also keeping an eye on those that like to speak

The [TA] should facilitate it more in that they should be able to cut people off/ engage others.

Give students flexibility with the simulation exercise.

Formalized procedures would perhaps keep the discussion more focused.

I would suggest how the other stimulation where the students went around to talk to other countries to actually form policies.

Change the actors— or make small groups with the big actors

Cooperation Model Responses to Question 3

Please, be as specific as you can with students about what their role means/represents.

Can do little more activities in section related to policy simulation here and there through out the semester. (Doesn't have to be A LOT, but...) it felt like working with my country team was all toward the end, and would of been nice to get to know my team/partner little more before hand.

I think if you do the policy simulation again I think the work for it should only be done outside of section, like with the response papers because that actually helped me understand the reading better because I had to read it and think about it more thoroughly. The day that we did the policy simulation in section was kind of fun but it really didn't help me learn more about the course and I think that it should just be removed. The worksheet we did the week before was more helpful, but again didn't help me too much. I would suggest that the policy simulation just consist of the response papers.

Liked the policy papers and thought process, hated the simulation.

Have an organized room with the chairs in a better setup so that the countries/titles are more clear
more feedback from [TA] about our answers.

Maybe assignments per role

Somehow provide more time, maybe two sessions for working through it

Have the assignment be consistent across sections. It was difficult to prepare and exchange ideas with other students.

In the future, I would highly recommend making the process leading up to/ preparation for the simulation to be more collaborative. I don't think it made much sense to let us know who our partners were the day before/ day of the simulation because in effect, I think it diminished what could have been a potentially engaging opportunity for the students in section. I also think that possibly week by week as preparation for the simulation, there should be time allotted for the partners to discuss how they would react regarding that week's readings and topics, to further the extent of the simulation's effectiveness as a learning tool for the whole course.

Giving a more clear outline earlier on what the simulation will involve earlier in the course would increase its effectiveness.

I think it would have been helpful to stretch the simulation over more than one day, given the time constraints of the section.

If time permits, first we can let all the different actors state their position and interests in front of everyone.

Reference the simulation more and engage with it more often.

Maybe we could have it as an exercise where we need to debate and make different statements. In this way, we might be able to engage more deeply. At the least, I think the simulation could be made more complex. Perhaps it is difficult because sections are so short.

Perhaps make it an ongoing event devoted to multiple discussion sections

Tell the students prior to the simulation that an Asian role has to partner with an American role.

Maybe smaller simulation assignments throughout the semester

Maybe requiring students to turn in some work before we start the simulation regarding the questions that were sent out, or just including more simulation activities throughout the course.

Implement it throughout the semester and have people continually see how their positions would react as you go through the material.

A "Part II" to the simulation exercise would have been interesting to see how diplomatic ties evolve. I think that it would have been neat trying to solve the island dispute issues/envision economic deals/ conquer the world with our newfound allies.

Having more than two issues to discuss

Maybe create more response papers and weight the grade more on participation and response paper grades to keep the students thinking about their roles more throughout the semester.

I wish that the alliances would have been chosen for each role by the [TA], and during class we sit with our allies and negotiate some sort of agreement that details what we are going to do for each other and how it's going to benefit all allies involved. This would require more in-depth knowledge of the role and reduce the chances for bullshitting (for lack of a better term)

Maybe more information about it in the beginning of the semester.

Not enough time to be effective but that is not your fault

Better format

Every role should be meaningful and have an opportunity to compete in the simulation.

APPENDIX C: COOPERATION MODEL SCORE CARDS AND STICKERS

Role:	
Group Member Names:	
Security: SCS/ECS Island Disputes	
Your role's position on the disputes:	
Ally: Find an Asian country (or supranational organization) willing to support your position on the East China Sea/South China Sea Island Disputes. Have them place their blue-topped sticker in the box at the right.	Place Blue ECS/SCS Island Ally Sticker Here
<p>Justification: Explain why the East Asian ally you found choose to support your role's position on the ECS/SCS. You may wish to draw on similar interests, similar values, historical legacies, or any of the other big and small motivations in IR we have discussed this semester. Specific (proper noun) empirical examples of this cooperation in action always helps to sell the plausibility of your alliance!</p> <p>Note: One Group member should write the security justification and another should write the economic justification</p>	
Sign it! When both you and your ally think your alliance "holds water" (aka. is justified), have one representative from each group sign below:	
US Rep:	EA Rep:

Economics: Who would your Role Like to Cooperate with Economically

Your Role's Economic Interests and Preferences:

Ally: Find an Asian country (or supranational organization) willing to cooperate with you economically based on the economic interests and preferences above. Have them place their gold-topped sticker in the box at the right.

Place Gold Economic Ally Sticker Here

Justification: Explain why the East Asian ally you found choose to cooperate with you economically. You may wish to draw on similar interests, similar values, historical legacies, or any of the other big and small motivations in IR we have discussed this semester. Specific (proper noun) empirical examples of this cooperation in action always helps to sell the plausibility of your alliance!

Note: One Group member should write the security justification and another should write the economic justification

Sign it! When both you and your ally think your alliance contributes to mutual benefit (aka. is justified), have one representative from each group sign below:

US Rep:

EA Rep:

The United States Presidency supports my position on the ECS/SCS Island Disputes
The United States Military supports my position on the ECS/SCS Island Disputes
United States Diplomats support my position on the ECS/SCS Island Disputes
The United States Congress supports my position on the ECS/SCS Island Disputes
United States Business Firms support my position on the ECS/SCS Island Disputes
United States Opinion Leaders support my position on the ECS/SCS Island Disputes
China (PRC) supports my position on the ECS/SCS Island Disputes
Japan supports my position on the ECS/SCS Island Disputes
South Korea (ROK) supports my position on the ECS/SCS Island Disputes
Taiwan (ROC) supports my position on the ECS/SCS Island Disputes
North Korea (DPRK) supports my position on the ECS/SCS Island Disputes
ASEAN Former Anti-Communist countries support my position on the ECS/SCS Island Disputes
ASEAN Former Communist countries support my position on the ECS/SCS Island Disputes

The United States Presidency wants to cooperate with me economically
The United States Military wants to cooperate with me economically
United States Diplomats want to cooperate with me economically
The United States Congress wants to cooperate with me economically
United States Business Firms want to cooperate with me economically
United States Opinion Leaders want to cooperate with me economically
China (PRC) wants to cooperate with me economically
Japan wants to cooperate with me economically
South Korea (ROK) wants to cooperate with me economically
Taiwan (ROC) wants to cooperate with me economically
North Korea (DPRK) wants to cooperate with me economically
ASEAN Former Anti-Communist countries want to cooperate with me economically
ASEAN Former Communist countries want to cooperate with me economically

A



United States
Presidency
(President)



United States
Diplomats
(Secretary of State)



United States
Business Firms
(Int'l Competitive Sectors)

B



United States
Presidency
(Vice-President)



United States
Diplomats
(UN Ambassador)



United States
Business Firms
(Int'l Un-Competitive Sectors)

A



America's spare president with few formal powers; role and impact largely defined by who holds the office at the time.

B



America's "Chief Diplomat" and Commander-in-Chief of the Military



Head of US delegation to the United Nations who represents the interests of the US in all matters at the UN as well as serving as the representative in the US's permanent seat on the UN Security Council



Deputy "Chief Diplomat" of the United States and administrator of the foreign service and Department of State. Negotiates treaties and manages the affairs of the United States and US Citizens abroad.



Domestic business firms in internationally uncompetitive sectors (e.g. Coal, Steel, Textiles, Automotive Assembly etc.) and their workers



Domestic business firms in internationally competitive sectors (e.g.. Finance, Tech, Aerospace etc.) and multinational corporations.

A

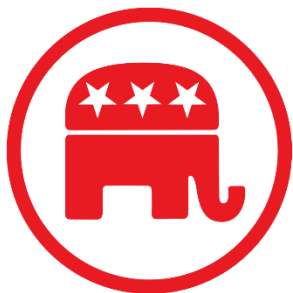


United States
Military
(Secretary of Defense)

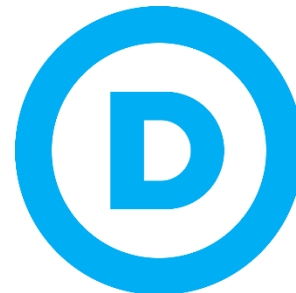
B



United States
Military
(Chairman of the Joint Chiefs of Staff)



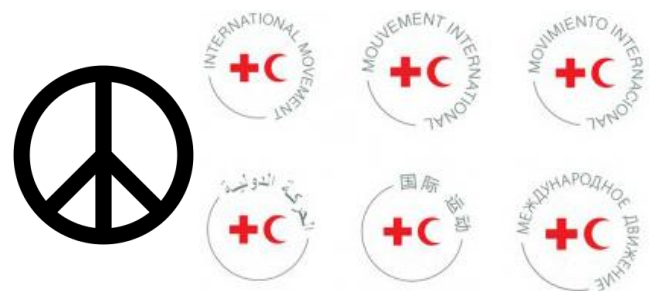
United States
Congress
(Republicans)



United States
Congress
(Democrats)



United States
Opinion Leaders
(Isolationists/Libertarians)



United States
Opinion Leaders
(Pacifists & Humanitarians)

A



Highest Ranking and senior-most military officer of the US Military who serves as chief advisor to the President and Secretary of Defense in their command roles but does not have a formal command role over the military. Always a military officer of general rank before appointment who is granted four-star rank upon appointment.

B



de facto “deputy commander-in-chief” in the military hierarchy and formally administers and represents the interests of the US Military. Must be a civilian generally with defense knowledge and experience (or a member of the military who has been retired for 7 years or more unless they receive a waiver which has only been granted to two secretaries: George Marshall (1950) and James Mattis (2017, the current incumbent))



Elected legislative representatives from the center left (liberal) American political party



Elected legislative representatives from the center right (conservative) American political party



Activists and NGOs who advocate for pacifism and humanitarian causes in international relations



Think tanks and NGOs who advocate for isolationist or libertarian positions in international relations

A



Asia
China (PRC)
(Communist Party/ General Secretary)

B



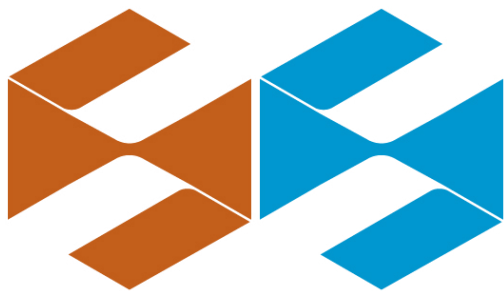
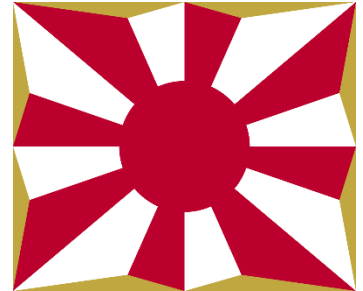
Asia
China (PRC)
(People's Liberation Army)



Asia
China (PRC)
(Min. of Commerce/ NDRC/Firms)



Asia
Japan
(Conservatives (LDP) /Self Def. Force)



Asia
Japan
(Firms/Moderates)

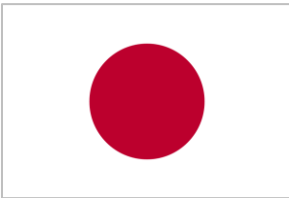


Asia
South Korea (ROK)
(Military/ Conservatives)

A



The armed forces of China. Formally controlled by the Communist Party and therefore by the head of that party, the General Secretary of the Central Committee (above)



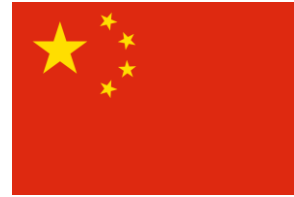
Conservatives and representatives of the Japanese Self Defense Force (what Japan has instead of a military)

Note: Conservatives and Firms jointly managed the Liberal Democratic Party (LDP) who held power in democratic Japan for most of the 20th and 21st century (1948-93, 96-2009, 2012-now)



The military and political conservatives.
Held Presidency 1947-60, 63-98, 2008-17

B



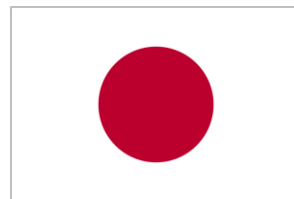
The General Secretary of the Central Committee of the Communist Party is the chief executive and commander in chief of the military in the Chinese system. The Communist Party is the only governing political party of China. Note: there was a major shift in 1966 and in 1976 with respect to int'l relations.



Together, these groups represent business and economic interests in China.

The Ministry of Commerce is an agency of Chinese Gov.t responsible for foreign trade policy and regulation. The National Development and Reform Commission (NDRC) is the contemporary name for the State Planning Commission and is in charge of macroeconomic planning and management for the Chinese Economy.

Note: There was a major shift in 1978 with respect to int'l relations.



Business interests and political moderates.

Note: Conservatives and Firms jointly managed the Liberal Democratic Party (LDP) who held power in democratic Japan for most of the 20th and 21st century (1948-93, 96-2009, 2012-now)

A

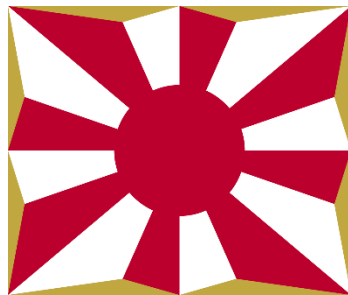


Asia
South Korea (ROK)
(Civil Society/ Progressives)

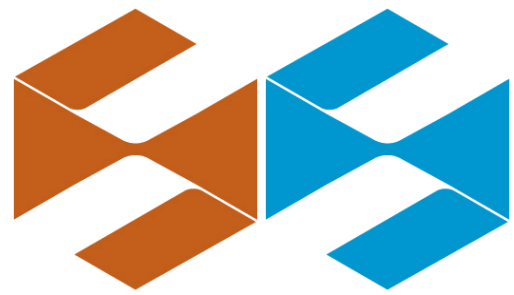
B



Asia
South Korea (ROK)
(Chaebols (Firms))



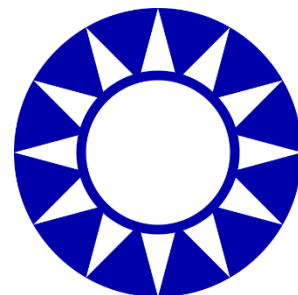
Asia
Japan
(Conservatives (LDP) /Self Def. Force)



Asia
Japan
(Firms/Moderates)



Asia
Taiwan (ROC)
(DPP & Other Outsiders)



Asia
Taiwan (ROC)
(KMT & it's Allies)

A

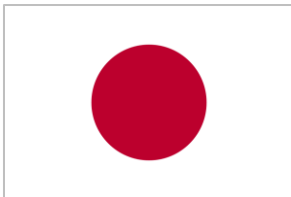


Large business firm conglomerates. Usually ally with Military/Conservatives.

B

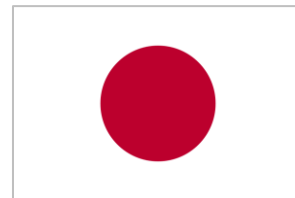


Members of civil society and political progressives. Held president/PM in 1960-62, 98-2008, 2017-now.



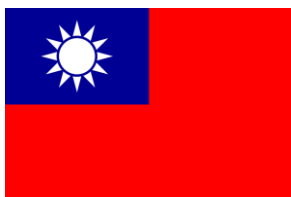
Business interests and political moderates.

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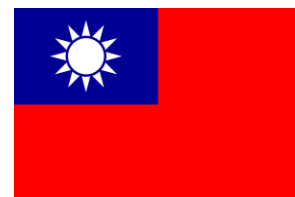


Conservatives and representatives of the Japanese Self Defense Force (what Japan has instead of a military)

Note: Conservatives and Firms jointly managed the Liberal Democratic Party (LDP) who held power in democratic Japan for most of the 20th and 21st century (1948-93, 96-2009, 2012-now)



The long-dominant conservative party coalition lead by the Kuomintang. President 1948-2000, 08-16.



The Democratic People's Party (DPP) and other outsider groups. President 2000-08, 16-now

A



Asia
North Korea (DPRK)
(Military)

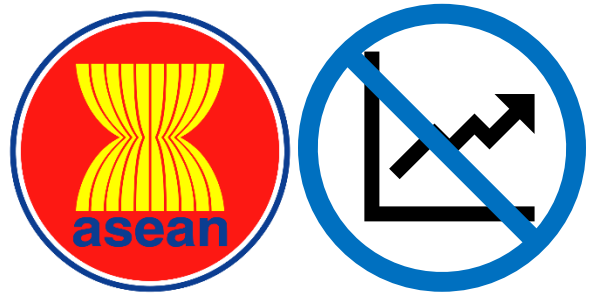
B



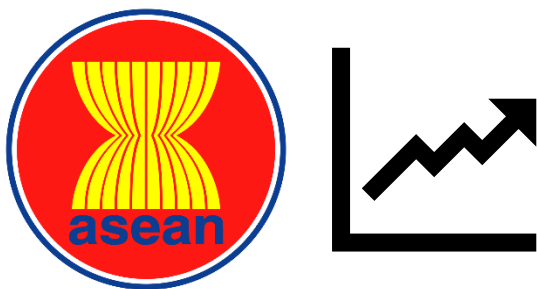
Asia
North Korea (DPRK)
(Kim Family)



Asia
ASEAN
(Former) Communist
(North)Vietnam, Laos)



Asia
ASEAN
(Former) Communist
(Myanmar/Burma, Cambodia, Indones.)



Asia
ASEAN
Former Anti-Comm.
(Philippines, So. Viet, Thailand)



Asia
ASEAN
Former Anti-Comm.
(Malaysia, Indonesia. Singapore, Brunei)

A



The ruling family of the North Korean regime

B



The military command structure of the North Korean regime



The non-aligned anti-capitalist (and non-democratic) countries lead by Myanmar/Burma and including Cambodia and Indonesia before 1967



The communist block of ASEAN.



The non-aligned anti-communist block of ASEAN, lead by Malaysia and including Singapore, Brunei, and Indonesia after 1967



The pro-western block of ASEAN (headed by the Philippines).

A

B



Zeitgeist of History

A

B

Image created by nikki rodriguez from Noun Project

