

## **POLS 338W**

### **Politics of East Asia**

Old Dominion University, Fall 2020  
MW 3–4:15 pm EST (Synchronous Online Course)  
Updated: October 26, 2020

Instructor: Dr. Cathy X. Wu  
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To set up an appointment: <https://calendly.com/cxwu/fall2020>

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Office hours: by appointment

### **Course Description**

This advanced undergraduate course provides a comprehensive introduction to East Asian Politics with a focus on Mainland China, Taiwan, Japan, and South Korea. The first section highlights East Asia as a region, introducing some common themes such as historical memory, cultures, and the process of state building. The second section focuses on the institutional arrangements, political development and leadership of individual states. The third section examines the economic development of the region and the roles of states in this process, while the fourth section compares the state-society relations in both democracies and authoritarian regimes, with specific focus on identity politics and nationalism. This course concludes with the discussions of current issues in the region. Upon completion of this course, students will be able to

- describe historical and cultural context of East Asia politics,
- understand different political systems within East Asia,
- understand the success and challenges of economies within East Asia,
- understand the variation of state-society relations within East Asia,
- apply concepts and theories to analyze East Asian politics, and
- think critically about the roles of history, culture, government and non-government actors in the society of East Asia.

### **Support for Online Classes**

- General tips for online learning: <https://threadreaderapp.com/thread/1239490473556877312.html>
- Remote Learning at ODU: <https://www.odu.edu/academics/student-computing/remote-learning>
- Zoom, Team, or Drive: <https://www.odu.edu/content/dam/odu/offices/occs/docs/zoom-students.pdf>

- Blackboard Tips: <https://www.odu.edu/content/dam/odu/offices/occs/docs/bb-students-best-practices.pdf>
- Blackboard Discussion Boards: <https://ualr.edu/blackboard/welcome/how-to/discussions/>
- Blackboard Tests: <https://ualr.edu/blackboard/welcome/how-to/bb-tests/>

## Course Requirements

**Due to COVID-19, we will conduct online seminars “synchronously” via Zoom.** See the announcement on Blackboard on how to join a live-streaming class.

### 1. Student initiatives

Success in this class requires intensive reading and class participation. The assigned articles and chapters can be quite dense. You must complete and take notes on all assigned readings prior to the class. A rule of thumb is that you will need to spend about 2–3 times the time we meet in class to read and take notes every week.

### 2. Class participation (10 points)

Active participation in a civil manner is necessary to succeed in this course. Participation grade will be evaluated over the whole semester. Students are expected to engage actively in class by **(i) raising questions about readings and lectures, (ii) answering questions raised by the instructor in class, (iii) participate in discussions and/or debates on the topics provided by the instructor in class or on Blackboard, (iv) contributing to review sessions, and (v) presenting current news of East Asia on a regular basis.** Unless otherwise instructed, students who want to contribute to class discussion must raise hand and wait to be recognized. Questions and comments must be

- related to class and/or the course material;
- respectful of diverse opinions and open to follow up questions and/or disagreement;
- aimed to advancing the discussion about issues related to the course and/or course material rather than personal beliefs;
- delivered in normal tones and a non-aggressive manner.

### 3. Random quizzes (10 points)

Throughout the course, the instructor will give seven written exercises or quizzes on Blackboard. Written exercises ask students to express your opinion about a question relevant to our course. Quizzes are designed to provide a quick evaluation of how well students understand lectures and/or readings.

Students will earn a maximum of 10 points this way, accounting for 10% of their total grade. Students must complete the quizzes before the designated deadlines to receive credits. **A thoughtful response or a correct answer will earn the writer full credit (2 points), a messy, incomplete response will earn half credit (1 point), and no response will earn no credit.**

**While NO “make ups” are available for this portion of the course, the instructor will offer at least 7 opportunities to earn these 10 points.** Students who have already earned 10 points will receive **a point extra credit on the final exam for each additional assignment** (maximum 2).

#### 4. In-class essay preparation (5 points)

To help students succeed in essays, the instructor will hold three writing workshops throughout the semester. The first one, scheduled on **October 7**, will ask students to provide one or two research questions and potential answers (**2 points**). On **October 19**, there will be a second workshop where students narrow down to one topic/question and formulate their arguments (**3 points**). After that, students are expected to start working on their essays until the third workshop on November 4, when a short proposal is due. Find more instructions on Blackboard.

#### 5. Short proposal (10 points)

To better prepare for the essay, you are required to submit a one-page short proposal on **November 4** for peer review. The proposal should include a clear question, an argument followed with a brief plan of development (bullet points are fine), and a bibliography.

#### 6. Essay (25 points)

You will write an essay, 10 double-spaced pages long. The essay will build on the short proposal and the feedback you receive throughout the semester. **The deadline is by midnight November 23**. You can submit the essay via Blackboard. A separate guideline of essays will be provided later.

#### 7. Exams (20 points for each)

Both of the exams are non-cumulative, closed-book format. The first exam covers the lectures and readings until October 7. The second exam covers the rest of materials. A study guide will be provided before each exam. There will be a review session before each exam.

#### 8. "Writing intensive"

Please recognize that this course carries a "W" designation. The "W" stands for writing intensive. Writing intensive courses are those in which at least 51% of your final course grade is determined based on writing activities. In this course, writing activities will include: (i) your 10-page essay and assignments leading to the successful conclusion of your essay, and (ii) short essay answers in exams.

Please note that you will be able to use your essay as your capstone paper for the Political Science major. Please retain a 'clean' copy of your paper to turn in for your capstone paper when you are about to graduate. Below are some on-campus resources to improve your writing:

- The Writing for College Success Program: <https://www.odu.edu/academicsskills>
- The Writing Center: <https://www.odu.edu/al/centers/writing-center>
- The Center for High Impact Practices: <https://www.odu.edu/chip>

## Grading

The course grade consists of the following components:

- 10 points: **Class participation**
- 10 points: **Random quizzes**
- 5 points: **In-class essay preparations**
- 10 points: **Short proposal due Nov 4 (before class)**

- 25 points: **Essay due Nov 23**
- 20 points: **First exam on Oct 14 (75 minutes)**
- 20 points: **Second exam on Dec 9 (75 minutes)**

There are 100 possible points, which will correspond to the following letter grades:

93-100: A	90-92: A-	87-89: B+	83-86: B
80-82: B-	77-79: C+	73-76: C	70-72: C-
67-69: D+	63-66: D	60-62: D-	0-59: F

The instructor will round up scores of 0.5 and higher, and round down scores of less than 0.5.

## Course Policies

- *Classroom Conduct:* Cell phones are to be silenced during class. Please be on time for class. It is inconsiderate and disruptive to arrive late to class or to leave class early. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.
- *Missing Class:* Although there is no attendance point *per se*, missing lectures will prevent you from performing well in the course, for (i) some of lecture materials are not covered in the readings and (ii) you are likely to miss in-class exercises and quizzes, which, again, the instructor does *not* offer “make-ups.”
- *Missing Exams:* In case of illness and personal emergency, the instructor will provide make-up exams **only when provided with proper documentation**. Exams missed due to a university-sponsored event or religious holiday may also be excused, but it is the responsibility of students to inform the instructor of the absence **at least ten days in advance**, with proper documents. Vacation and other social engagements (e.g. weddings) will NOT be excused.
- *Late Submission:* Due to the requirement of peer review, the late submission of your short proposal will NOT be accepted. Late essays will be penalized 5 points per day (on a 100-point scale, see the grading scale on the last page), including weekends and holidays.
- *Grade Appeals:* If you wish to challenge a grade you received on a specific question on an exam or an essay, you must submit a **written note** (email acceptable) explaining why you think you deserve more points within **one week** upon receiving the grades. Once the instructor receives your written note, she will regrade the entire exam/essay and your grades may increase, decrease or remain the same.
- *Syllabus changes:* The readings and course schedules are subject to change, but any changes will be announced in class, with an updated syllabus on Blackboard.

## Required Readings

All the readings will be available on Blackboard. Students are expected to complete readings by the day for which they are assigned, and are encouraged to meet with the instructor or the TA during office hours to discuss the assigned readings and/or further interest in specific topics.

## Course Schedule

### Part I: East Asia as a Region: History and Culture

#### Day 1 (Aug 31): Course Overview

- Read the syllabus before coming to class
- Pye, Lucian W. 1998. *International relations in Asia: Culture, nation and state*. George Washington University, the Sigur Center for Asian Studies. Read: pp. 8-16, 19-21.

#### Day 2 (Sep 2): Overview of History

- Joseph, William A., ed. 2014. *Politics in China: an Introduction*. Oxford University Press, USA: pp. 41-53 (scanned)
- Kang, David C. 2010. "Hierarchy and Legitimacy in International Systems: The Tribute System in Early Modern East Asia." *Security Studies* 19(4): 591-622. Read: pp.602-614
- Recommended: Gries, Peter Hays, et al. 2009. "Historical Beliefs and the Perception of Threat in Northeast Asia: Colonialism, the Tributary System, and China-Japan-Korea Relations in the Twenty-first Century." *International Relations of the Asia-Pacific* 9(2): 245-265.

*Sep 7: No class on Labor Day*

#### Day 3 (Sep 9): Traditions and Culture

- Park, Seo-Hyun. 2013. "Changing Definitions of Sovereignty in Nineteenth-century East Asia: Japan and Korea between China and the West." *Journal of East Asian Studies* 13(2): 281-307. Read: pp. 290-298
- Kim, So Young. 2010 "Do Asian Values Exist? Empirical Tests of the Four Dimensions of Asian Values." *Journal of East Asian Studies* 10(2): 315-344. Skip: pp. 322-329
- Recommended: Yamazaki, Masakazu. 1996 "Asia, a Civilization in the Making." *Foreign Affairs* July/August: 106-118.
- Recommended: Gries, Peter Hays, and Kaiping Peng. 2002. "Culture Clash? Apologies East and West." *Journal of Contemporary China* 11(30): 173-178.

### Part II: Politics, Regime, and Leadership

#### Day 4 (Sep 14): Mainland China (PRC) from the Empire to Mao's Era

- Joseph, William A., ed. 2014. *Politics in China: an Introduction*. Oxford University Press, USA: pp. 57-69; 72-74; 113-116; 156-161 (scanned)

#### Day 5 (Sep 16): Mainland China (PRC) since Deng's Era

- Joseph, William A., ed. 2014. *Politics in China: an Introduction*. Oxford University Press, USA: pp. 119-134; 140-144 (scanned)
- Recommended: Osnos, Evan. 2018 "Making China great again." *The New Yorker*. ([Link](#))

**Day 6** (Sep 21): Taiwan (ROC) and the Democratic Transition

- Chu, Yun-han, and Jih-wen Lin. 2001. "Political development in 20th-century Taiwan: State-building, regime transformation and the construction of national identity." *The China Quarterly* 165 (March): 102-129.
- Recommended: Cheng, Tun-Jen. 1989. "Democratizing the Quasi-Leninist Regime in Taiwan." *World Politics* 41(4): 471-499.

**Day 7** (Sep 23): Taiwan (ROC) after the Democratic Transition

- Bush, Richard, and Ryan Hass. 2019. "Taiwan's Democracy and the China Challenge." *Brookings Institution Policy Brief* ([Link](#))

**Day 8** (Sep 28): Japan from 1853 to 1993

- Rosenbluth, Frances McCall, and Michael F. Thies. 2010. *Japan Transformed: Political Change and Economic Restructuring*. Princeton University Press, 2010: pp. 32-71 (Skim Chapter 3)
- Recommended: McElwain, Kenneth Mori. 2008. "Manipulating Electoral Rules to Manufacture Single-Party Dominance." *American Journal of Political Science* 52(1): 32-47.

**Day 9** (Sep 30): Japan after 1993

- Catalinac, Amy L. 2013. Not Made in China: Japan's Home-grown National Security Obsession. *East Asia Forum* (2 pages)
- Catalinac Amy L. 2016. From Pork to Policy: The Rise of Programmatic Campaigning in Japanese Elections. *The Journal of Politics*. 78 (1) :1-18 Skip: pp. 6-13
- Recommended: Sasada, Hironori. 2010. "The Electoral Origin of Japan's Nationalistic Leadership: Primaries in the LDP Presidential Election and the 'Pull Effect'." *Journal of East Asian Studies* 10(1): 1-30.
- Recommended: Krauss, Ellis S., and Robert J. Pekkanen. 2010. "The Rise and Fall of Japan's Liberal Democratic Party." *The Journal of Asian Studies* 69(1): 5-15.

**Day 10** (Oct 5): South Korea

- Kim, Sunhyuk. 2002. "Civil Society and Democratization in South Korea," in Charles K. Armstrong, ed., *Korean Society: Civil Society, Democracy, and the State*. New York: Routledge. pp. 53-68.
- Recommended: Cotton, James. 1989. "From Authoritarianism to Democracy in South Korea." *Political Studies* 37(2): 244-259. Skip: 254-259

**Day 11** (Oct 7): [Essay preparation I: choose (no more than) two candidate topics and identify questions]

- Radich, Michael. "A Student's Guide to Writing in East Asian Studies." pp. 15-18, 85-89.  
– [https://writingproject.fas.harvard.edu/files/hwp/files/east\\_asian\\_studies.pdf](https://writingproject.fas.harvard.edu/files/hwp/files/east_asian_studies.pdf)

**Day 12** (Oct 12): Review

- Prepared with questions

**Day 13 (Oct 14): Exam I**

### Part III: Economic Development and the Role of State

**Day 14 (Oct 19): [Essay preparation II: formulate arguments and narrow down to one question];** Political Economy of China I

- Radich, Michael. "A Student's Guide to Writing in East Asian Studies." pp. 27-34, 89-91.  
– [https://writingproject.fas.harvard.edu/files/hwp/files/east\\_asian\\_studies.pdf](https://writingproject.fas.harvard.edu/files/hwp/files/east_asian_studies.pdf)
- Joseph, William A., ed. 2014. *Politics in China: an Introduction*. Oxford University Press, USA: pp. 257-273 (Scanned)
- Recommended: Montinola, Gabriella, Yingyi Qian, and Barry R. Weingast. 1995 "Federalism, Chinese Style: the Political Basis for Economic Success in China." *World Politics* 48(1): 50-81.

**Day 15 (Oct 21):** Political Economy of China II

- Joseph, William A., ed. 2014. *Politics in China: an Introduction*. Oxford University Press, USA: pp. 274-286 (Scanned)
- Leutert, Wendy. 2018. "Firm Control: Governing the State-Owned Economy Under Xi Jinping," *China Perspectives*.

**Day 16 (Oct 26):** Developmental States / Political Economy of South Korea I

- Stubbs, Richard. 2009. "What ever Happened to the East Asian Developmental State? The Unfolding Debate." *The Pacific Review* 22(1): 1-22.
- Recommended: Doner, Richard F, Bryan K. Ritchie, and Dan Slater. 2005. "Systemic vulnerability and the origins of developmental states: Northeast and Southeast Asia in comparative perspective." *International organization* 59(2): 327-361.

**Day 17 (Oct 28):** Political Economy of South Korea II

- Minns, John. 2001. "Of Miracles and Models: the Rise and Decline of the Developmental State in South Korea." *Third World Quarterly* 22(6): 1025-1043.
- Recommended: Kwon, Huck-Ju. 2005. "Transforming the Developmental Welfare State in East Asia." *Development and Change* 36(3): 477-497.

**Day 18 (Nov 2):** Taiwan's Economic Dilemma

- Lin, Syaru Shirley. 2016. *Taiwan's China Dilemma: Contested Identities and Multiple Interests in Taiwan's Cross-Strait Economic Policy*. Stanford University Press. pp.206-223.

**Day 19 (Nov 4): [Essay preparation III: Writing Workshop & Peer Review]**

- Short proposal due **before** class. Please bring a hard copy. A late submission will NOT be accepted.
- Radich, Michael. "A Student's Guide to Writing in East Asian Studies." pp. 91-94  
– I also highly recommend pp. 35-71. You may choose to read the sections that help you most.

**Day 20 (Nov 9):** Political Economy of Japan

- *How the Shock Therapy of 'Abenomics' Worked in Japan* Bloomberg, August 28, 2020. ([Link](#))

## **Part IV: East Asia in Comparative Politics**

### **Day 21** (Nov 11): State-Society Relations in South Korea

- Pak, Jung, and Paul Park. 2019. "Liberal Democracy in South Korea." *Brookings Institute*.
- Rohimone, Drananda, and Grant Wyeth. 2019. "Why Are Street Protests So Common in South Korea?" *The Diplomat*.
- Recommended: Oh, Jennifer S. 2012. "Strong State and Strong Civil Society in Contemporary South Korea." *Asian Survey* 52(3): 528-549.

### **Day 22** (Nov 16): State-Society Relations in China I

- King, Gary, Jennifer Pan, and Margaret E. Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." *American Political Science Review* 107(2): 326-343. (Skim: focusing on the main argument)
- Yan, Xiaojun. 2014. "Engineering Stability: Authoritarian Political Control over University Students in post-Deng China." *The China Quarterly* 218(September): 493-513.

### **Day 23** (Nov 18): State-Society Relations in China II

- Liu, Chuyu, and Xiao Ma. 2018. "Popular Threats and Nationalistic Propaganda: Political Logic of China's Patriotic Campaign." *Security Studies* 27(4): pp. 633-643, 660-663.
- Weiss, Jessica Chen. 2013. "Authoritarian Signaling, Mass Audiences, and Nationalist Protest in China." *International Organization* 67(1): 1-3, 7-25.
- Recommended: Chen, Jidong, Jennifer Pan, and Yiqing Xu. 2016. "Sources of Authoritarian Responsiveness: A Field Experiment in China." *American Journal of Political Science* 60(2): 383-400.

### **Day 24** (Nov 23): Case Study– Political Movements in Hong Kong

- Watch "Joshua: Teenager vs. Superpower" on your own and prepare for discussions in the next class (subject to changes)

### *Thanksgiving Holiday*

### **Day 25** (Nov 30): Case Study – Beijing's Responses

- Readings TBD

### **Day 26** (Dec 2): COVID-19 and East Asia

- Ang, Yuen Yuen. 2020. "When COVID-19 Meets Centralized, Personalized Power." *Nature Human Behavior* 4: 445-447. (Link)

### **Day 27** (Dec 7): Review

- Prepared with questions

### **Day 28 (Dec 9): Exam II**

## University Policies

**Honor Code:** The Old Dominion University Honor Code is in effect at all times in this class. Your name on an exam, paper, or homework assignment constitutes your acceptance of the Honor Code:

“I pledge to support the Honor System of Old Dominion University. I will refrain from any form of dishonesty or deception such as lying, cheating, and plagiarism, which are honor violations. I am further aware that as a member of the academic community it is my responsibility to turn all suspected violators of the Honor System. I will report to an Honor Council hearing as summoned.”

**Sexual Harassment:** Sexual harassment is defined as unwelcomed and unsolicited conduct of a sexual nature, physical or verbal, by a member of the university community of the opposite sex, or the same sex in an official university position. Sexual harassment in any situation is reprehensible. It is the policy of Old Dominion University to provide students and employees with an environment for learning and working which is free of sexual harassment whether by members of the same sex or the opposite sex, which is prohibited by Title IX of the Education Amendments of 1972 and Title VII of the 1964 Civil Rights Act. (For more information: <http://www.odu.edu/content/dam/odu/col-dept/al/docs/6320.pdf>)

**Students with Special Needs:** Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. The Office of Educational Accessibility is located at 1021 Student Success Center (<http://www.odu.edu/educationalaccessibility/>) and their phone number is (757)683-4655. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester. All students are expected to fulfill all course requirements.

**Plagiarism:** “A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities, but attempts to take credit for the work of the group.” Plagiarism will not be tolerated in this class. (For more information: <https://www.odu.edu/content/dam/odu/col-dept/al/docs/about-plagiarism2.pdf>)

**Course Evaluations:** Student opinion surveys are submitted on-line. You will be notified by email when you should evaluate this course. You will need your UIN and password. Please take the time to evaluate this course when asked to do so. All evaluations are anonymous. The link to the Course Evaluation System is available here: <http://www.odu.edu/coursesurvey>.

**Email:** Students are required to use valid Old Dominion University email accounts to send official information and notices and are held responsible for accessing electronic mail to obtain official University communications. Students should use their secure ODU email account to communicate with professors.

**Final Grades:** Instructors are not permitted to give out grades via telephone or email. In order to find out what grade you received in this course, you must go to LeoOnline at the university home page: [www.leonline.odu.edu](http://www.leonline.odu.edu). You will need your UIN and password.