

# **[POL 262] Comparative Politics: Asia**

Fall 2018  
Class Day & Time:  
T-Thu 1:15-2:30pm  
(Updated Aug 25, 2018)

Professor Yujeong Yang  
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Office hours: Tue 3pm-5pm; Wed 9am-12pm

## **Course Outline**

Asia is a fascinating region to test the main theoretical debates in the field of comparative politics and international political economy. Countries in this region have shared many important cultural and historical characteristics and have experienced phenomenal economic growth. However, they have developed widely different political systems. Over the past few decades, countries in this region have experienced political and social changes, including civil war, economic crisis, rapid urbanization, and (success and failure of) democratization. Why and how are political systems and institutions similar and different across countries in the Asian region? What can other developing countries learn from the Asian cases and can they emulate the Asian model? How do political and social dynamics in the Asian country cases improve theories in the field of comparative politics? This course aims to answer these questions, focusing mainly on countries in Northeast Asia (China, Taiwan, South Korea, North Korea, and Japan). Throughout the course, students will be engaged with the canonical theoretical debates in the literature of comparative politics and will deepen their understanding of East Asian countries.

## **Course Objectives**

This course has the following objectives:

- To introduce the student to both the central findings of comparative politics and canonical comparative politics theories.
- To provide analytic frameworks with which students understand current issues in Asian politics.
- To develop the ability to apply the concepts and theories discussed in the course to analyze current issues in Asian politics in paper assignments.
- To further the student's understanding of cultural differences in world views, traditions, political and social institutions, values, and social systems.
- To train the students to become adept consumers of social science research that features both qualitative and quantitative analysis.

## Assignment and Grades

<b>News Memos</b>	<b>15%</b>
<b>Midterm</b>	<b>20%</b>
<b>Final</b>	<b>30%</b>
<b>Research Project</b>	<b>25%</b>
• Research proposal	5%
• Final Paper	20%
<b>Class Attendance and Participation</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>

**Grade Scale:** Final grades for the course will be determined as follows: A+ (100+); A (95-100); A- (90-94); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72)

- News Memos (15%)
  - To stay informed on contemporary East Asian politics, students will write short news memo twice a week. Students can collect news articles about a specific country over the semester, but browsing over different country cases is also fine. The course mainly focuses on Northeast Asian countries (South and North Korea, China, Taiwan, Japan, and Hong Kong), but students are allowed to write news memo about other Asian countries as well.
  - Some quality international/Asian news sources include, but are not limited to, the New York Times, the BBC, the Economist, People's Daily (China), Asahi Shimbun (Japan), South China Morning Post (Hong Kong, China), Taipei Times (Taiwan), and Korean Times (South Korea). Students can refer to blog posts to better understand the case, but it should not be the primary source for the news memo. Each news memo should clarify the source of the news item, the date, and the URL (if applicable).
  - Each news memo should contain a brief summary of the news article (2-3 sentences) and student's own original thoughts, opinions, or critics (3-4 sentences). One way to think about critics or student's original thought is to see it as advice to the president of the country in matter or the president of the U.S. as to how to deal with a particular issue involving the country. Keeping up with what is going on in the region and building a habit of constructing news memos will help students to 1) link the theories discussed in the class to real life cases and 2) find interesting topics for the final research project. A mere summary of news articles or a late submission of news memo will suffer deduction of grades.
- Midterm and final (20% and 30%)
  - The midterm and final will each take up 20% and 30% of your grade. Both midterm and final are comprised of multiple choice questions, true and false questions, and short essays. The midterm will cover materials from Class #2 to #14 and the final will cover materials from Class #2 to Class #29.

- Research project (30% : 5% for proposal and 25% for the final paper)
  - In your final research project, you can either address a research question that we have covered in class or develop your own research questions. The goal of the final paper is not to create an encyclopedia entry for a selected topic. Each paper should provide a basic research question, thesis statement, and student's own arguments buttressed by empirical evidence.
  - The paper can focus on just one country (e.g. Government's control of media in China) or multiple countries in the region (e.g. Comparison of electoral systems in Japan, Taiwan, and South Korea). Students can also explore international relations among East Asian countries or international relations between the U.S. and East Asian countries.
  - 5% of the final grade come from the research proposal. The research proposal should be 2-page long (12 point, Times New Roman) and should be submitted by **Oct 14<sup>th</sup> 11:59pm**. Before submitting the proposal, each student should meet with me individually at least once to discuss the research idea, develop the research question, select the best cases to explore.
  - On Nov 8<sup>th</sup> and Nov 20<sup>th</sup>, there will be no class meeting. Instead, students are required to participate in an individualized meeting to discuss how to develop the final research project. The instructor will provide detailed feedback based on the proposal submitted earlier. Since the meeting substitutes a class meeting, it is mandatory for each student to participate in the individualized meeting. Whether and how successfully the student reflected the comments and feedback given during the meeting will affect their paper grades.
  - For the final paper, students must use at least 8 scholarly sources (books or articles) in addition to news sources. I can recommend relevant journal articles or books during the one-on-one meetings (So take a full advantage of the office hour and the individualized meeting). Students are more than encouraged to engage the News Memos they've created to develop their arguments.
  - The final essays must be between 2,500 and 3,000 words total (including in-text citation and footnotes but excluding bibliography and cover page), and be double spaced. Please include a word count on the front of your paper (MS Word has the word count function). A shorter or longer paper will result in a deduction from your essay grades.
  
- Class attendance and participation (10%)
  - Attendance will be taken for each session. You can only be excused for missing class if you have an official reason approved by the instructor at least 2 weeks prior to the date. Those students who observe a religious holiday on a class day should contact the instructor within the first two weeks in order to receive an excused absence. Absences due to illness or family emergency will be excused with appropriate documentation (i.e. doctor's note, flight/train/bus ticket, etc). Each subsequent unexcused absence will reduce their grades by 0.5 points.
  - Students are highly encouraged to ask and answer questions and participate in class discussion as well. Participation points come from critical comments during class and coming to office hours.

## Course Materials

The following book is required for the course:

- **Huang, Xiaoming, *Politics in Pacific Asia: An Introduction (Comparative Government and Politics)*, Palgrave, 2016** (hereafter, PPA)

While there is a more recent second edition, you may purchase the first edition instead.

Other required readings will be posted on the class website.

While I have done my best to finalize this syllabus, my thoughts on how to organize certain aspects of the course may evolve. Thus, I reserve the right to make changes to the reading list. I will announce the changes in advance so that students have enough time to read all the required readings.

**Students are expected to have completed the readings in advance of our meeting.**

## Policies

### Classroom Environment

This class is a safe space for open and lively discussion which may even deal with contentious and sensitive political issues. For any reason, I will never allow any personal attacks on any member of this class. Insulting or threatening comments may result in a reduction of the participation grade. If there's any one who feels threatened or insulted, please contact me immediately to resolve the problem.

### Getting in Contact

Students are strongly encouraged to come to office hours to discuss questions and share their concerns with me. If you are unable to come to scheduled office hours, I am always happy to work out an alternate appointment that works for us both. Students can also send me an email to discuss their concerns.

For email correspondence, I will do my best to get back to you within 24 hours—but please allow me a reasonable response time. I may not respond on weekends and holidays. **Please, write “POL 262” in the subject line.**

### Cell Phones

Cell phones are not allowed during the class. Text messaging is not allowed either. Students are asked to turn their cell phones off or on silent during class. If a student's cell phone rings or vibrates during section, the student will have to bring a treat for everyone to the class. (Same rule applies to the instructor!)

Students can use laptops to take notes. However, if students are too distracted by laptops, I reserve the right to change the policy.

## **Academic Integrity Statement**

The College is an academic community whose mission is to promote scholarship through the acquisition, preservation and transmission of knowledge. Fundamental to this goal is the institution's dedication to academic integrity. Providing an atmosphere that promotes honesty and the free exchange of ideas is the essence of academic integrity. In this setting all members of the institution have an obligation to uphold high intellectual and ethical standards.

It is the responsibility of the faculty to impart not only knowledge but also respect for knowledge. It is also the professional responsibility of all faculty members to explain the importance of honesty and respect for knowledge in order to ensure an academic environment that encourages integrity. To establish such an environment, students must recognize that their role in their education is active; they are responsible for their own learning. Specifically, it is the responsibility of students to protect their own work from inappropriate use by others and to protect the work of other people by providing proper citation of ideas and research findings to the appropriate source. This includes the obligation to preserve all educational resources, thereby permitting full and equal access to knowledge.

This academic community takes seriously its responsibilities regarding academic honesty. Academic integrity is absolutely essential to ensure the validity of the grading system and maintain high standards of academic excellence. In addition, all members of the academic community must exhibit behavior exemplifying academic honesty and encourage such behavior in others.

To see what constitutes a violation of academic integrity, see 340.02 of the College Handbook. (<http://www2.cortland.edu/offices/publications/handbook/part-three/#chapter340>)

## **Accommodation of Disabilities Statement**

If you think you need an accommodation for a disability, please let me know **at least two weeks prior to the time** when the accommodation will be needed. Also, please hand me a form issued by Disability Resources Office notifying you of the disability and the accommodation that is expected of you. (If you do not have this paperwork, I may not provide relevant accommodation.) Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. Common accommodations are: a distraction-free testing environment (provided by Disability Resources Office), extra time for exams, note-taking by another student in the class. Any information you provide is private and confidential and will be treated as such. For details and questions, contact Suzanne Sprague, Director of Student Disability Services, at [suzanne.sprague@cortland.edu](mailto:suzanne.sprague@cortland.edu) or 607-753-2066.

## Course Schedule

#	Date	Day	Topic
1	8/28	Tue	Introduction
2	8/30	Thu	Why do we study comparative politics/ Asian politics?
3	9/4	Tue	Classifying regime types: democracies and autocracies
4	9/6	Thu	Economic development and political development
5	9/11	Tue	Democratic transition in South Korea and Taiwan
6	9/13	Thu	Failed democratic transition in China
7	9/18	Tue	Institutional variation in democracies
8	9/20	Thu	Electoral systems and party systems in East Asia
9	9/25	Tue	After democratic transition: South Korea and Taiwan
10	9/27	Thu	Hegemonic party system in Japan
11	10/2	Tue	Varieties of authoritarian regimes
12	10/4	Thu	Authoritarianism in North Korea and China
13	10/9	Tue	How are culture and religion related with democracy?
14	10/11	Thu	Asian values as a hurdle for democratization?
			<b>Proposal Due by Oct 14, 11:59pm</b>
15	10/16	Tue	<i>Study Break</i>
16	10/18	Thu	<i>Midterm</i>
17	10/23	Tue	Is democracy better for economic development?
18	10/25	Thu	Economic growth in Asia: Developmental state
19	10/30	Tue	Chinese economic development
20	11/1	Thu	Crony capitalism and corruption
21	11/6	Tue	Rule of law and rule by law
22	11/8	Thu	<b>Individualized meeting for the final project</b>
23	11/13	Tue	Revolution and collective actions
24	11/15	Thu	Collective actions and civil societies in China
25	11/20	Tue	<b>Individualized meeting for the final project</b>
26	11/27	Tue	Nationalism
27	11/29	Thu	National Unification? Taiwan-China v.s. South-North Korea
28	12/4	Tue	International Relations in East Asia
29	12/6	Thu	US – Asia Relations
30	12/12	Wed	<i>Final</i>

## #1 Class Overview (Aug 28, Tuesday)

## #2 Why do we study comparative politics/ Asian politics? (Aug 30, Thursday)

- **Discussion questions:**
  - What do we learn from comparison? How do we compare?
  - Why is it important to study Asian politics?
  - What constitutes Asia?
- **Required readings:**
  - PPA Introduction pp. 1-8

## **Varieties of Regime Types and Democratization**

## #3 Classifying Regime Types (Sep 4, Tuesday)

- **Discussion questions:**
  - What constitutes democracy v.s. autocracies?
  - How do we classify regime types?
  - What are the pros and cons of different measures of regime types?
- **Required readings:**
  - **Freedom house report 2018**
  - <https://freedomhouse.org/report/freedom-world/2018/japan>
  - <https://freedomhouse.org/report/freedom-world/2018/south-korea>
  - <https://freedomhouse.org/report/freedom-world/2018/china>
  - <https://freedomhouse.org/report/freedom-world/2018/taiwan>
- **Suggested readings:**
  - Boix, Carles, Michael Miller, and Sebastian Rosato. "A complete data set of political regimes, 1800–2007." *Comparative Political Studies* 46, no. 12 (2013): 1523-1554.

## #4 Economic development and political development (Sep 6, Thursday)

- **Discussion questions:**
  - Under what economic circumstance do democracies emerge?
  - Will economic development lead to democratization? How does it so?
- **Required readings:**
  - Boix, Carles, and Susan C. Stokes. "Endogenous democratization." *World politics* 55, no. 4 (2003): 517-549.

## #5 Democratic transition in South Korea and Taiwan (Sep 11, Tuesday)

- **Discussion questions:**
  - How do the patterns of democratization differ across the East Asian countries?
  - Classical modernization theory explains that economic growth brings political modernization (democratization). How do the East Asian experiences (in South Korea, Taiwan and Japan) support, improve, or challenge the modernization theory?

- **Required readings:**
  - Chu, Yin-Wah. "Labor and democratization in South Korea and Taiwan." *Journal of Contemporary Asia* 28, no. 2 (1998): 185-202.
  - A Short History of Taiwan. National Identity and Democratization <https://www.youtube.com/watch?v=saAAr7A33uI>
  - The dynamic development of Korean Democracy <https://www.youtube.com/watch?v=jUbuykLagps>
- **Suggested readings:**
  - Chaibong, Hahm. "South Korea's miraculous democracy." *Journal of Democracy* 19, no. 3 (2008): 128-142.

#### #6 Failed Transition in China (Sep 13, Thursday)

- **Discussion questions:**
  - Why didn't economic development in China lead to democratization?
  - Will China be democratized if it continues to make economic progress?
- **Required readings:**
  - Gallagher, Mary E. "'Reform and openness': Why China's economic reforms have delayed democracy." *World Politics* 54, no. 3 (2002): 338-372.
  - Documentary: The gate of heavenly peace  
( <https://www.youtube.com/watch?v=1Gtt2JxmQtg> )

#### #7 Institutional Variation in Democracies (Sep 18, Tuesday)

- **Discussion questions:**
  - How can we classify different types of democracies?
  - How are the leader selection institutions of each democracy different?
  - What's the main difference between parliamentary and presidential system?
  - What's the main difference between SMDP electoral system and PR system?
- **Required readings:**
  - Stepan, Alfred, and Cindy Skach. "Constitutional frameworks and democratic consolidation: Parliamentarianism versus presidentialism." *World politics* 46, no. 1 (1993): 1-22.
  - Hicken, Allen, and Yuko Kasuya. "A guide to the constitutional structures and electoral systems of east, south and southeast Asia." *Electoral Studies* 22, no. 1 (2003): 121-151.

#### # 8 Electoral Systems and Party Systems in East Asia (Sep 20, Thursday)

- **Discussion questions:**
  - What are the key political economic cleavages of each of the East Asian country?
  - How do the electoral system and party systems vary across countries? What are the political consequences of such institutional variation?
- **Required readings:**
  - PPA Ch 6
  - Reilly, Benjamin. "Electoral systems and party systems in East Asia." *Journal of East Asian Studies* 7, no. 2 (2007): 185-202.



## #9 After Democratic Transition: Institutional Changes and Crisis in South Korea and Taiwan (Sep 25, Tuesday)

- **Discussion questions:**
  - After the democratic transition, both South Korea and Taiwan experienced major institutional changes and reforms. What do these institutional changes imply? Are political changes and turmoil coming from the institutional rearrangement bring political crisis? Or should we consider them as growing pains?
- **Required readings:**
  - PPA Ch 6
  - Diamond, Larry. "How Democratic Is Taiwan: Five Key Challenges for Democratic Development and Consolidation". Paper for the Symposium on the Transition from One-Party Rule: Taiwan's New Government and Cross-Straits Relations. 2011. 1-20.
  - Shin, Gi-Wook, and Rennie J. Moon. "South Korea After Impeachment." *Journal of Democracy* 28, no. 4 (2017): 117-131.
- **Suggested readings:**
  - Kim, Seounhwa. "Reforming South Korea's "Imperial Presidency". Institute for Security and Development Policy, No. 205 (Oct, 2017). Available at: <http://isdip.eu/publication/reforming-south-koreas-imperial-presidency/>
  - Rich, Timothy. "Can democratic consolidation make a country less secure? The case of Taiwan." *Journal of Contemporary Eastern Asia* 8, no. 1 (2009): 1-14.

## #10 Hegemonic party system in Japan (Sep 27, Thursday)

- **Discussion questions:**
  - How is the political system in Japan different from those in other East Asian democratic countries (Taiwan and South Korea)?
  - How does the political economic structure of Japan reinforce the dominance of the LDP in Japan?
- **Required readings:**
  - PPA Ch 6
  - Cox, Gary W., and Michael F. Thies. "How Much Does Money Matter? "Buying" Votes in Japan, 1967-1990." *Comparative Political Studies* 33, no. 1 (2000): 37-57.
  - Tanaka, Aiji, and Sherry Martin. "The new independent voter and the evolving Japanese party system." *Asian Perspective* 27, no. 3 (2003): 21-51.
- **Suggested readings:**
  - McElwain, Kenneth Mori. "Manipulating Electoral Rules to Manufacture Single-Party Dominance." *American Journal of Political Science* 52, no. 1 (2008): 32-47.

## **Varieties of Authoritarian regimes in Asia**

### #11 Varieties of authoritarian regimes (Oct 2, Tuesday)

- **Discussion questions:**

- How do authoritarian regimes differ from democratic regimes?
- How do authoritarian regimes differ from each other and how does it matter?
- **Required readings:**
  - Geddes, Barbara. "What Do We Know About Democratization after Twenty Years?". *Annual Review of Political Science* 2, no. 1 (1999): 115-44.

## #12 Authoritarianism in North Korea and China (Oct 4, Thursday)

- **Discussion questions:**
  - Both North Korea and China are classified as non-democracies, but they are different in many important aspects. What are the key differences between the two countries?
  - How does economic openness in China change the party institutions of the country? How does the party structure differ between China and North Korea?
- **Required readings:**
  - Lin, G. (2004) Leadership Transition, Intra-Party Democracy, and Institution Building in China. *Asian Survey*, 44(2), 255-275.
  - Gallagher, Mary. "Does a Stronger Xi Mean a Weaker Chinese Communist Party?" *New York Times*, March 2, 2018.
  - Haggard, Stephan, Luke Herman, and Jaesung Ryu. "Political Change in North Korea." *Asian Survey* 54, no. 4 (2014): 773-800.
- **Suggested readings:**
  - Li, Cheng. "Intra-party democracy in China: should we take it seriously?" *China Leadership Monitor* 30, no. 3 (2009): 1-14.
  - Susan V. Lawrence and Michael F. Martin. 2012. "Understanding China's Political System." Congressional Research Service (CRS) Report. May 10: pp. 1-13, 16-26.

## Cultural Determinants of Democracy

### #13 How is culture and religion related with democracy (Oct 9, Tuesday)

- **Discussion questions:**
  - Does culture play a role in democratization or in stabilizing democracy?
  - How does the cultural explanation of democracy differ from the economic explanation of democracy?
  - Is there any culture/religion fundamentally incompatible with democracy?
- **Required readings:**
  - Inglehart, Ronald, and Wayne E. Baker. "Modernization, cultural change, and the persistence of traditional values." *American sociological review* (2000): 19-51.

### # 14 Asian values as a Hurdle for Democratization? (Oct 11, Thursday)

- **Discussion questions:**
  - What constitutes Asian values? Asian culture?
  - Are there any cultural features that hinder Asian countries from being democratized and establishing enduring, healthy, and mature democracy?
  - Are Asian values incompatible with democracy?
- **Required readings:**

- PPA Ch. 9 pp.219-230.
- Dalton, Russell J., and Nhu-Ngoc T. Ong. "Authority orientations and democratic attitudes: A test of the 'Asian values' hypothesis." *Japanese Journal of Political Science* 6, no. 2 (2005): 211-231.
- Mark R. Thompson. 2004. "Pacific Asia After 'Asian Values': Authoritarianism, Democracy, and 'Good Governance.'" *Third World Quarterly* 25(6): 1079-1095.
- **Suggested readings:**
  - Jung, Kim Dae. "Is culture destiny? The myth of Asia's anti-democratic values." *Foreign Affairs* (1994): 189-194.

#### **#15 No Class, Study Break (Oct 16, Tuesday)**

#### **#16 In class exam: Midterm (Oct 18, Thursday)**

### **Regime Effect on Economic Development**

#### **# 17 Is democracy better for economic development? If so, why? (Oct 23, Tuesday)**

- **Discussion questions:**
  - (why) are democracies well off than most autocracies?
  - Is there a link between political authoritarianism and rapid economic growth?
  - Does democracy protect property right better than autocracies do?
- **Required readings:**
  - Daron Acemoglu, "Does Democracy Boost Economic Growth?", 20 May 2014, World Economic Forum, <https://www.weforum.org/agenda/2014/05/democracy-boost-economic-growth/>
  - Chapter 10 "Does Democracy Help?" in World Bank. 2005. *Economic Growth in the 1990s : Learning from a Decade of Reform*. Washington, DC: World Bank. <https://openknowledge.worldbank.org/handle/10986/7370>

#### **#18 Economic growth in Asia: Developmental state (Oct 25, Thursday)**

- **Discussion questions:**
  - Most East Asian countries were not democracies when their economies took off. How do they achieve such impressive economic growth without democratic institutions?
  - How is the relationship between the state and market in the East Asian developmental states different from that in other countries (e.g. United States)?
  - Can other developing countries emulate the East Asian model? What are the prerequisites/preconditions for the success of the East Asian development model?
  - What are the common features of the developmental model that each East Asian country has pursued? how do the development strategies of each country differ?
- **Required readings:**
  - PPA Ch 5
  - Levi-Faur, David. "The Developmental State: Israel, South Korea, and Taiwan Compared." *Studies in Comparative International Development (SCID)* 33, no. 1 (1998): 65-93.

- Cheng, Tun-jen. "Political regimes and development strategies: South Korea and Taiwan." *Manufacturing Miracles: Paths of Industrialization in Latin America and East Asia* (1990): 139-178.
- **Suggested readings:**
  - Evans, Peter B. "Predatory, developmental, and other apparatuses: A comparative political economy perspective on the third world state." In *Sociological forum*, vol. 4, no. 4, pp. 561-587. Kluwer Academic Publishers-Plenum Publishers, 1989.

#### # 19 Chinese Economic Development (Oct 30, Tuesday)

- **Discussion questions:**
  - What explains the sudden rise of the Chinese economy?
  - Is Chinese development model a variant of the development model pursued by its neighbor East Asian countries? In what sense are they similar and different?
- **Required readings:**
  - Knight, John B. "China as a developmental state." *The World Economy* 37, no. 10 (2014): 1335-1347.
  - Oi, Jean C. "The role of the local state in China's transitional economy." *The China Quarterly* 144 (1995): 1132-1149.

#### #20 Crony capitalism and corruption (Nov 1, Thursday)

- **Discussion questions:**
  - Is economic corruption a necessary evil for economic growth in developing countries?
  - How are the types and characteristics of corruption different across each East Asian country and what are the political economic implication of such differences?
- **Required readings:**
  - PPA Chapter 4
  - Rock, Michael T., and Heidi Bonnett. "The comparative politics of corruption: accounting for the East Asian paradox in empirical studies of corruption, growth and investment." *World Development* 32, no. 6 (2004): 999-1017.
  - Chang, Eric CC, and Yun-han Chu. "Corruption and trust: exceptionalism in Asian democracies?." *The Journal of Politics* 68, no. 2 (2006): 259-271.

#### #21 Rule of Law and Rule by Law (Nov 6, Tue)

- **Discussion questions:**
  - Rule of law is one of the distinctive feature that distinguished democracies from autocracies. Yet some autocracies use laws as their policy tool and even improve the quality of legal systems and courts. Why do they do so?
  - Is the rule of law compatible with authoritarian ruling?
- **Required readings:**
  - Minzner, Carl. "Legal Reform in the Xi Jinping Era." *Asia Policy*, no. 20 (2015): 4-9.

- Lei, Hans “Rule by Law Versus Rule of Law: Xi Jinping and the Chinese Dream” *Brown Political Review*, January 3, 2018.  
<http://www.brownpoliticalreview.org/2018/01/rule-law-versus-rule-law-xi-jinping-chinese-dream/>
- **Suggested readings:**
  - Zheng, Yongnian, and Wen Xin Lim. "China's rule of law dilemma." *East Asian Policy* 8, no. 04 (2016): 38-43.

## **#22 Individualized meeting for the final project (Nov 8, Thursday)**

### **Civil Society in Asia**

## **#23 Collective actions and Democracies in East Asia (Nov 13, Tuesday)**

- **Discussion questions:**
  - How do civil societies in East Asia function and how are they different from those in other developed countries?
  - What is the relationship between civil society and democracy? Does strong civil society always lead to stable democracies?
- **Required readings:**
  - PPA Ch 7 pp. 170-179
  - Oh, Jennifer S. "Strong state and strong civil society in contemporary South Korea: Challenges to democratic governance." *Asian Survey* 52, no. 3 (2012): 528-549.
  - Ortmann, Stephan. "The umbrella movement and Hong Kong's protracted democratization process." *Asian Affairs* 46, no. 1 (2015): 32-50.

## **#24 Collective actions and civil societies in China (Nov 15, Thur)**

- **Discussion questions:**
  - Can civil society emerge under authoritarian regimes, like China, and how will they affect the regime stability?
  - How does internet help or hinder the growth of civil organizations/civil society in China?
- **Required readings:**
  - Tang, Shui-Yan, and Xueyong Zhan. "Civic environmental NGOs, civil society, and democratisation in China." *The Journal of Development Studies* 44, no. 3 (2008): 425-448.
  - King, Gary, Jennifer Pan, and Margaret E. Roberts. "How censorship in China allows government criticism but silences collective expression." *American Political Science Review* 107, no. 2 (2013): 326-343.

## **#25 Individualized meeting for the final project (Nov 20, Tuesday)**

## **#26 Nationalism (Nov 27, Tuesday)**

- **Discussion questions:**
  - What is nationalism?
  - How does nationalism affect domestic and international politics of East Asian countries?

- **Required readings:**
  - Weiss, Jessica Chen. "Authoritarian signaling, mass audiences, and nationalist protest in China." *International Organization* 67, no. 1 (2013): 1-35.
  - Park, Mi. "Framing free trade agreements: the politics of nationalism in the anti-neoliberal globalization movement in South Korea." *Globalizations* 6, no. 4 (2009): 451-466.

## #27 National Unification? Taiwan-China v.s. South-North Korea (Nov 29, Thur)

- **Discussion questions:**
  - How does the growing identity divide affect the national unification?
  - How do other East Asian states view the national unification of Taiwan-China and South-North Korea?
  - How are the situation between Taiwan-China and South-North Korea similar and different?
- **Required readings:**
  - PPA pp. 197-198
  - Rigger, Shelley. "Taiwan's rising rationalism: generations, politics, and Taiwanese nationalism." *Policy Studies* 26 (2006): 1-56.
  - Ha, Shang E., and Seung-Jin Jang. "National identity in a divided nation: South Koreans' attitudes toward North Korean defectors and the reunification of two Koreas." *International Journal of Intercultural Relations* 55 (2016): 109-119.
- **Suggested readings:**
  - Ho, Ming-sho, and Chen-Shuo Hong. "Challenging New Conservative Regimes in South Korea and Taiwan." *Asian Survey* 52, no. 4 (2012): 643-665.
  - Chen, Fang-Yu, Wei-ting Yen, Austin Horng-en Wang and Brian Hioe, "The Taiwanese see themselves as Taiwanese, not as Chinese", *Washington Post*, January 2, 2017.
  - Hur, Aram. "The next 'Korea problem' may be about the growing identity divide on the peninsula" *Washington Post*, Feb 21, 2018.

## Asia and the World

### #28 International Relations in East Asia (Dec 4, Tuesday)

- **Discussion questions:**
  - Why is there no East Asian Union?
  - What are the potentials and challenges of East Asian cooperation?
- **Required readings:**
  - PPA Ch 10.
  - Kumar, Nagesh. "Potential and Challenges of East Asian Cooperation." *Economic and Political Weekly* 42, no. 44 (2007): 23-26.
- **Suggested readings:**
  - Kongdan Oh, Northeast Asia: Changes and the Potential for a Cooperative Future, January 1 2003. (<https://www.brookings.edu/articles/northeast-asia-changes-and-the-potential-for-a-cooperative-future/>)

**#29 US – Asia Relations (Dec 6, Thursday)**

- **Discussion questions:**
  - (Why) is East Asia important to the United States?
  - What is the role of the United States in East Asian countries narrowly and in the Asia-Pacific region broadly?
- **Required readings:**
  - Richard Bush, United States Policy towards Northeast Asia, SERI Quarterly, April 2013, pp. 37-43.
  - Paul Park, Debacles in Northeast Asia: What the U.S. Should Do. September 30, 2016, Brookings Institution. (<https://www.brookings.edu/blog/order-from-chaos/2016/09/30/debacles-in-northeast-asia-what-the-u-s-should-do/> )

**#30 Final (Dec 12, Wed 11am-1pm)**