

Higher School of Economics 2019

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Утверждена Академическим советом
образовательной программы
«30» августа 2019 г., № протокола 7



Академический руководитель
образовательной программы
Д.А. Щербаков

State and Society in East Asia

PART 1: COURSE INFORMATION

Instructor Information

Instructor: Anna Kuteleva

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Office Hours: To be announced

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Course Description

This is a required course for the Politics and Economics in Asia, the HSE-KIC dual degree program students.

This course examines contemporary social and political developments in East Asia. Throughout the course, we will analyze the behavior of state and non-state institutions and actors, and the subsequent effects on the constituents they serve. How do nation-states form, and how are they held together? What is development? What would be the optimal way to design institutions in a democracy? How do authoritarian regimes survive? How can political institutions and policies shift deeply held cultural attitudes in society? How do race and ethnicity affect political attitudes and social mobilization? We will explore these and related questions drawing on the cases of China, Japan, Korea, and Taiwan. The overall goal of the course is to ascertain the impact, effect, and significance of the different stakeholders – domestic and external – that have shaped East Asia’s development in the 21st century and consider the potential for greater socio-political reforms in the future.

Course Goals

Through the course, students are expected to acknowledge the importance of the historical origins and the developmental paths of state-society

relationship in understanding the unique aspects of each government's policies as well as of people's political behaviors.

Upon successful completion of this course students are expected:

- To be familiar with the key events that have shaped contemporary East Asian politics;
- To understand and critically analyze the factors and stakeholders that have shape state-society relations in China, Japan, Korea, and Taiwan in the 21st century;
- To effectively compare the development of China, Japan, Korea, and Taiwan;
- To develop a capacity to use political science and wider social science methods to construct future research;
- To understand the role and significance of the main concepts associated with comparative politics and how they can be applied to the study of state-society relations in East Asia.

Textbook & Course Materials

No textbook purchase is necessary but the following three books, of which some chapters are included in the reading list, would be useful.

- Holcombe, C. (2017). *A History of East Asia*. Cambridge University Press.
- Beeson, M. (2014). *Regionalism and globalization in East Asia: politics, security and economic development*. Macmillan International Higher Education.

Other readings will be posted online on the class website.

Prerequisites

HSE student wishing to enroll in *State and Society in East Asia* must also take the following courses:

- *Global History*,
- *Introduction to Political Science*,
- *Introduction to International Relations*,
- *Modern History of East Asia*.

Please also consider taking *Comparative Area Studies* before enrolling in this course.

PART 2: GRADING POLICY & ASSIGNMENTS

Students' grades will be determined by evaluation of the requirements identified below. Please note that in all but exceptional situations, all components of the course must be completed to receive a passing grade.

	ASSIGNMENT	WEIGHT	DATE	FINAL
MODULE 1	Participation during in-class activities	15%	Ongoing	
	Media Scan	25%	Week 5	
	Research workshop (participation and in-class assignments)	15%	Week 5	
	Mid-term exam	45%	Week 8	
MODULE TOTAL		100%		40%
MODULE 2	Participation during in-class activities	15%	Ongoing	
	Research proposal and bibliography	15%	Week 9	
	Final paper: Research essay	30%	Week 15	
	Final exam	35%	Week 16	
MODULE TOTAL		100%		60%

Letter	Percentage Grades	Definitions
A+	95-100%	Exceptional
A	89-94%	Excellent
A-	86-88%	
B+	79-85%	Very Good
B	76-78%	Good
B-	71-77%	
C+	67-70%	Fully Satisfactory to
C	63-66%	Satisfactory
C-	60-62%	Minimally Satisfactory
D+	55-59%	Poor
D	50-54%	Minimally Acceptable
F	0-49%	Unacceptable/ Failure

Participation Grading Guide

READING / PREPAREDNESS	DISCUSSION
Fully Prepared and Engaged: Has completed and thought about the readings; makes effective use of the readings in discussion; makes use of personal experiences and existing knowledge, but relates such anecdotes and background information to the themes of the readings.	Excellent: Leads discussion; offers analysis and insightful comments; takes care to listen to others and not dominate discussions; expands the discussion by regularly making reference to assigned readings as well as to current events, personal experiences and existing knowledge; actively asks questions.
Prepared and Engaged: Has completed most or all the assigned readings; provides competent analysis of, or comments on, the readings with limited prompting.	Good to Very Good: Clear, thoughtful and often insightful comments and questions; willing and able to be a frequent contributor to discussions; willing and able to expand the discussion by relating readings to current events, personal experiences, and existing knowledge; asks questions.
Somewhat Prepared, but Not Actively Engaged: Displays familiarity with most readings; does not regularly refer to readings in discussion; fails to relate readings to personal observations or existing knowledge.	Satisfactory: Willing to participate, but clear and insightful comments are sporadic; less willing to expand the conversation or ask questions.
Unprepared and Disengaged: Little apparent familiarity with assigned readings; lack of willingness to participate.	Marginal: Unwilling to participate actively in discussion; remarks often marred by misunderstandings; unhelpful and unwilling to listen.
Clearly Unprepared: Unfamiliar with readings.	Unacceptable: Rarely speaks; unhelpful.

LETTER	DEFINITIONS ¹
A+	<p>Excellent to Exceptional – TEST: Superior grasp of the course material. Extremely thorough answers that make impressively thoughtful use of information from readings, cases, and examples. Very insightful, clear and convincing answers.</p> <p>ESSAY: Extremely clear, focused & well-developed argument. Impressive depth and breadth of knowledge of the subject matter. Demonstrated command of relevant concepts and theories. Some degree of originality or creative and independent thinking. Extremely thorough and effective research effort. Excellent writing.</p>
A	
A-	
B+	<p>Very Good – TEST: Clear command of the course material. Gone well beyond providing the bare essentials by, for example, being extremely thorough, making direct reference to readings and lecture material, or providing good examples. Thoughtful, clear and convincing answers. Solidly above average.</p> <p>ESSAY: Very clear, focused & well-developed argument. Impressively thorough knowledge of the subject matter. Solid understanding of relevant concepts and theories. The thoroughness and effectiveness of the research effort are beyond standard expectations. Clearly better than average argumentation and writing.</p>
B	<p>Good – TEST: Good grasp of the course material. Gone beyond providing the bare essentials by making good use of references to readings, lecture material, and seminar discussions, or examples. Clear and convincing answers.</p> <p>ESSAY: Clear, focused & well-developed argument. Thorough knowledge of the subject matter. Solid understanding of relevant concepts theories. Average to better than average argumentation, research and writing.</p>
B-	
C+	<p>Satisfactory to Fully Satisfactory – TEST: Basic grasp of course material. Expectations are met in that the essential components of competent answers to the questions are all there. The depth of understanding & quality of analysis is entirely acceptable, but not impressive. Reasonably clear and convincing answers.</p> <p>ESSAY: Clear, but underdeveloped argument. Competent level of knowledge of the subject matter. Satisfactory grasp of relevant concepts. Requirements of assignment fully satisfied. Satisfactory argumentation, research, and writing.</p>
C	

¹ Adapted from Nisha Nath's *POL S 225 CANADIAN POLITICS* (2018, University of Alberta). Used with permission.

C-	<p>Minimally Satisfactory – TEST: No more than a minimally satisfactory grasp of the course material. Only the most obvious of expectations are met in that the essential components of answers to the questions are all there, but the depth of understanding & quality of analysis is below average. ESSAY: Signs of weakness in argumentation. Competent level of knowledge of the subject matter. Satisfactory grasp of relevant concepts. Requirements of assignment basically satisfied. While the argumentation, research, and writing are satisfactory, they are of below average quality.</p>
D+	<p>Poor – TEST: Something is missing or problems exist. Answers fall short of expectations. Demonstrates a grasp of the course material, but clear gaps in understanding are evident. Limited analysis. ESSAY: Lack of clarity or consistency in argumentation. Slightly better than minimal knowledge of subject matter and relevant concepts. Limited ability to use course material or research techniques to satisfy standard expectations. Requirements of assignment not fully satisfied. Less than satisfactory argumentation, research, and writing.</p>
D	<p>Minimally Acceptable – TEST: Clear problems exist regarding the depth of understanding and quality of the analysis. Fails to provide the essential components of a satisfactory answer, but manages to demonstrate a limited understanding of relevant course material. ESSAY: Lack of clarity or consistency in argumentation. Demonstrates no more than minimal knowledge of subject matter and relevant concepts. Very limited ability to use course material or research techniques to satisfy expectations. Requirements of assignment not fully satisfied. Minimally acceptable argumentation, research, and writing.</p>
F	<p>Unacceptable / Failure – TEST: Substantial problems exist regarding understanding the course material. Fails to provide the components of a minimally satisfactory answer. ESSAY: Unclear or missing argument. Fails to demonstrate knowledge of the subject matter or use of research techniques. Fails to fulfill the requirements of the assignment. Unacceptable argumentation, research and/or writing.</p>

Participation

The grade will be based on attendance during lectures and contributions to the classroom learning activities during the seminars. You are encouraged to ask questions and actively participate in small group discussions and larger class discussions. You are expected to complete the assigned readings, come to class prepared to discuss them, and take a turn opening the discussion. **Participation grades are based on the amount and quality of participation.** If you are absent without a valid excuse, you will receive a zero for that class. **You will get 0,5% for attending the class and 1% for participation in discussions.**

For poor attendance (less than 60% of classes), there is a penalty of one letter grade. E.g., an A- will turn into a B+, if you attended less than 8 classes.

Media Scan

1. Identify an on-going issue or a recent issue in East Asian politics (e.g. China grows naval might, Japan revises its pacifist constitution, North Korea's advances its nuclear program, Chinese court sentences a Canadian citizen to death for drug smuggling, Hong Kong anti-extradition bill protests, etc.). Depending on the issue, a narrower definition might be helpful. For example, if you are interested in China political development, you might focus on Xi Jinping's latest "Message to compatriots in Taiwan."
2. Choose three of the media sites from the list. **Your three selections should be based in three different countries. With advance approval, you may substitute one site that is not on the list – note that it does not need to be an English-language site – for one that is.** That site should be a major newspaper, newsmagazine, or broadcaster that generates its own world news coverage.
3. Over a period of roughly a week (7-10 days), check those three sites daily for news stories on your issue of interest. **Limit your search to news stories only, not editorials or op-ed essays.** Save the links. Build a folder.
4. Prepare a dossier that addresses the following:
 - a. Issue: Define your issue of interest in a sentence or two.
 - b. Media organizations: Name and describe each of them in a sentence (likely incorporating the organization's self-description or mission). Is the organization privately or state-owned? Which private/corporate or state owner? By self-description or reputation, does it have a pronounced political perspective?
 - c. Analysis (about 750 words): How would you characterize the organizations' comparative coverage of your issue? Does it converge on major points? Does it differ – and how? To what extent does that

coverage draw on the same or different sources for information, analysis, and official statements? Do the organizations give fairly equal prominence to the issue in the context of other issues? What implications do they identify? What conclusions – or questions – are you left with? While you do not need to use formal academic references, you should refer to specific stories where that is helpful to your analysis.

d. Embedded links: At the end of your dossier, include links to 6-8 representative news stories from your media scan, with headlines and dates. Be sure that your list includes those to which you make specific reference in your analysis.

The purpose of this assignment is to encourage an active, critical interest in contemporary world politics as represented by media reportage. It is NOT to distinguish “bias” and “propaganda” from “truth.”

On collaboration: while it is acceptable to share story links and discuss your analysis with others, this is not a group assignment. Your analysis must be your own. Dossiers that are too much the same in their choices and analysis will invite close scrutiny considering the cautions stated in the course outline.

This assignment is worth 25% of Module 1 grade.

Research Proposal & Bibliography

The purpose of this assignment is to prepare for the final paper.

1) The **short essay** – *minimum 500 words* – will give you the opportunity to reflect upon and justify your decision for picking a specific problem and, hence, the research question that you aim at investigating in your final paper.

- Choose a topic and introduce it in two or three sentences.
- Formulate a good **causal question** about this topic.
- Argue in support of the importance of your question. **Why is this question worth asking?**

This short essay will serve as an introduction to your final paper.

2) Prepare a **bibliography**, listing a *minimum of seven* contributions to the topic of your choice that will help you to answer your research question.

- Your bibliography must refer to at least **seven outside sources that we have not used in our class**. This means that textbooks and additional readings from the syllabus do not count towards this requirement, although you can still use them.

- Your bibliography must include at least **four relevant academic/scholarly sources** (e.g. journal articles, chapters, books, published expert reports).
- In addition to academic sources, you can also use newspaper articles, research data (e.g. census statistics), public opinion polls, government documents, documentaries, etc. Please remember that textbooks DO NOT count as an academic source. If you have any doubts or concerns about any of the sources you want to use for your bibliography, make sure that you contact me well before the final version of this assignment is due.

This assignment is worth 15% of Module 2 grade.

Final paper: Research essay

The paper should be 3000-3500 words in length. You are encouraged to use the short essay and bibliography for this paper. You also can change your topic.

The purpose of this assignment:

- to formulate a causal question;
- to collect relevant materials to answer it;
- to demonstrate that you understand what you have read;
- to evaluate the ideas and evidence presented in the sources;
- to articulate your own reactions/reflections.

For this assignment:

- Include an **original title**.
- Present your research question and construct a **thesis statement** that answers it.
- Your goal is to make an argument and support it with **at least two examples**.
- You must use a **minimum of seven sources** for the paper, including **at least five academic sources**.
- Pay attention to the **clear organization** of your ideas. Ensure that you present your thesis statement in the **introduction**. In the body of the paper, develop your argument, supporting it with evidence. In the **conclusion**, summarize your findings.

You may choose any documentation style (e.g. APA, Chicago, MLA), provided that you use it consistently throughout your papers. The paper should be

typed, double spaced with 12-pt font, in *Arial* or *Times New Roman*. Please remember to include **page numbers**.

This assignment is worth 30% of Module 2 grade.

PART 3: TOPIC OUTLINE/SCHEDULE

Week 1: Asia in a Comparative Perspective

What is East Asia? What does constitute East Asia? Is East Asia a part of the Global South? What does shape the development of East Asia in the 21st century?

- Holcombe, C. (2017). Introduction: What is East Asia? In C. Holcombe *A History of East Asia*. Cambridge University Press, pp. 1-10.
- Kim, Samuel S. (2014). The Evolving Asian System: Three Transformations. In: Shambaugh, D. and Yahuda, M. (eds.) *International Relations of Asia*. Rowman and Littlefield, pp 33-58.
- Ross, R. S. (2006). Balance of power politics and the rise of China: Accommodation and balancing in East Asia. *Security Studies*, 15(3), 355-395.
- Dirlik, A. (2007). Global South: Predicament and promise. *The Global South*, 1 (1),12-23.
- Beeson, M. (2014). Ch. 1. Conceptualizing East Asia: From the Local to the Global. In *Regionalism and globalization in East Asia: politics, security and economic development*. Macmillan International Higher Education, 1-21.

Week 2: Colonialism and Imperialism

What are colonialism and imperialism? How does colonialism affect modern East Asia? How does the colonial past of East Asia shape the relationship between the state and market?

- Doner, R. F., Ritchie, B. K., & Slater, D. (2005). Systemic vulnerability and the origins of developmental states: Northeast and Southeast Asia in comparative perspective. *International organization*, 59(2), 327-361.
- Haggard, S., Kang, D., & Moon, C. I. (1997). Japanese colonialism and Korean development: A critique. *World Development*, 25(6), 867-881.
- Robinson M.E. 2007. Colonial State and Society. In *Korea's Twentieth-Century Odyssey*. Honolulu: University of Hawaii Press, pp. 36-55
- Booth, A. E. 2007. What Were Colonial Governments Doing? The Myth of the Night Watchman State. In *Colonial Legacies: Economic and Social*

Development in East and Southeast Asia. Honolulu: University of Hawaii Press, 67-87.

Week 3: Asian values?

Do cultural factors influence economic and political development? Are Asian values compatible with democracy? Can culture function as an independent variable to explain political outcomes?

- Jung, K. D. (1994). Is culture destiny? The myth of Asia's anti-democratic values. *Foreign Affairs*, 189-194.
- Dalton, Russell J., and Nhu-Ngoc T. Ong. (2005). Authority orientations and democratic attitudes: A test of the 'Asian values' hypothesis. *Japanese Journal of Political Science*, 6 (2), 211-231.
- Chang, Y. H., Wu, J. J., & Weatherall, M. (2017). Popular Value Perceptions and Institutional Preference for Democracy in "Confucian" East Asia. *Asian Perspective* 41(3), 347-375.
- Kim, S. Y. (2010). Do Asian values exist? Empirical tests of the four dimensions of Asian values. *Journal of East Asian Studies*, 10(2), 315-344.

Week 4: Regionalism and Nationalism

What are the regional dynamics in East Asia? How do East Asian societies communicate with each other? What do Japan and China show us about the relationship between nationalism and other key aspects of modernization? How did China, Korea, and Taiwan experience Japanese colonialism and why does each country have different attitudes toward the colonizer (Japan)?

- Beeson, M. (2014). Ch. 6. Nationalism and Domestic Politics. In *Regionalism and globalization in East Asia: politics, security and economic development*. Macmillan International Higher Education, 1-21.
- Akihiko, T. (2017). *Japan in Asia: Post-Cold-War Diplomacy*. Tokyo: JPIC. Ch. 10 Six Prime Ministers in Six Years and Ch. 11 Abe's come back.
- Chun, J. H. (2016). The role of Japan's civil society organizations and the deteriorating relationship between Japan and South Korea. *International Journal*, 71(1), 88-106.
- Schneider, F. (2016). China's 'info-web': How Beijing governs online political communication about Japan. *New media & society*, 18(11), 2664-2684.
- Weber, T. (2018). Apology Failures: Japan's Strategies Towards China and Korea in Dealing with Its Imperialist Past. In *The Palgrave Handbook of State-Sponsored History After 1945*. Palgrave Macmillan, London, pp. 801-816.

Week 5: Research workshop & Discussion of paper proposals

- **What is a good research question?**
- **How to formulate a thesis statement?**
- **How to write literature reviews and bibliographies?**
- **What are academic and non-academic sources?**
- **What information should be cited and why?**
- **Where to find and how to use citation guides?**

Week 6: China (I): The resilience of the Chinese Communist Party

The CCP is the second-longest lone-ruling communist party, in one of the world's five remaining party-states. How can we explain its longevity? Why is the CCP able to survive during the economic transition? Is the CPC regime legitimate?

- Li, C. (2012). The end of the CCP's resilient authoritarianism? A tripartite assessment of shifting power in China. *The China Quarterly*, 211, 595-623.
- Li, L. (2016). Reassessing trust in the central government: evidence from five national surveys. *The China Quarterly*, 225, 100-121.
- Dickson, B. (2016). *The dictator's dilemma: the Chinese Communist Party's strategy for survival*. Oxford University Press. Ch. 5 Generating Support and Ch. 6 Defining Democracy.
- Chong, J. I. (2014). Popular narratives versus Chinese history: Implications for understanding an emergent China. *European Journal of International Relations*, 20(4), 939-964.

Week 7: China (II): Civil society and new middle class

Classical modernization theory claims that economic growth brings political modernization (democratization). How does Chinese experience support, improve, or challenge the key assumptions of modernization theory? How does economic openness in China change and challenge the party institutions? Can civil society emerge under authoritarian regimes, like the one in China, and how will it affect regime stability?

- Teets, J. C. (2013). Let many civil societies bloom: The rise of consultative authoritarianism in China. *The China Quarterly*, 213, 19-38.
- Goodman, D. (2008). Why China has no new middle class: cadres, managers and entrepreneurs." In *The New Rich in China: Future rulers, present lives*. London: Routledge, pp. 23-37.

- Chen, J., & Dickson, B. J. (2008). Allies of the state: Democratic support and regime support among China's private entrepreneurs. *The China Quarterly*, 196, 780-804.
- Yan, X. (2012). "To Get Rich Is Not Only Glorious": Economic Reform and the New Entrepreneurial Party Secretaries. *The China Quarterly*, 210, 335-354.

Week 8: Mid-term exam

Multiple choice & short answer tests.

Week 9: Political development of Taiwan

How can we explain the democratization process in Taiwan? What is the impact of social movements on Taiwan's democracy? Does Taiwanese identity affect democratic support?

- Chu, Y. H., & Lin, J. W. (2001). Political development in 20th-century Taiwan: State-building, regime transformation and the construction of national identity. *The China Quarterly*, 165, 102-129.
- Fell, D. (2018). *Government and politics in Taiwan*. Routledge, Ch. 1 Introduction to government politics in Taiwan and Ch. 3 Transition to democracy and democratic consolidation.
- Ho, M. S. (2015). Occupy Congress in Taiwan: Political opportunity, threat, and the Sunflower Movement. *Journal of East Asian Studies*, 15(1), 69-97.

Week 10: Japan (I): American influence

How do the US-Japan relations influence the political development of Japan? Did the United States "export" democracy to Japan? What is America's role in Japanese nation-building?

- Dobbins, J. F. (2003). America's role in nation-building: From Germany to Iraq. *Survival*, 45(4), 87-110.
- Yoshimi, S., & Buist, D. (2003). 'America's desire and violence: Americanization in postwar Japan and Asia during the Cold War. *Inter-Asia Cultural Studies*, 4(3), 433-450.
- Koikari, M. (2002). Exporting democracy?: American women, "feminist reforms," and politics of imperialism in the US occupation of Japan, 1945-1952. *Frontiers: A Journal of Women Studies*, 23(1), 23-45.
- Dian, M. (2014). *The Evolution of the US-Japan Alliance: the eagle and the chrysanthemum*. Chandos Publishing. Ch. 5. The alliance and the American pivot to Asia (2009-2013)

Week 11: Korea (I): Democratic traditions

How does politics shape economic policy-making in South Korea after the Cold War? Compare the patterns of democratization in Korea and Taiwan. Who were the actors, and what were their resources? Why did they prevail? What do Korea and Taiwan contribute to our understanding of development and democracy?

- O'Brien, T. (2017). Unbuilding from the inside: Leadership and democratization in South Africa and South Korea. *Government and Opposition*, 52(4), 614-639.
- Macrae, K. (2016). Post-Cold War Conservative Reappraisals of Syngman Rhee: Neoliberalism and the New Right. *Seoul Journal of Korean Studies*, 29(2), 327-359.
- Robinson M.E. (2007). Political and Economic Development in South Korea. In *Korea's Twentieth-Century Odyssey*. Honolulu: University of Hawaii Press, pp. 121-145
- Fleckenstein, T., & Lee, S. C. (2017). Democratization, post-industrialization, and East Asian welfare capitalism: the politics of welfare state reform in Japan, South Korea, and Taiwan. *Journal of International and Comparative Social Policy*, 33(1), 36-54.

Week 12: Korea (II): National identity in a divided nation

What is national identity? How does "national identity" differ from "nationality" and being a citizen (having a passport)? How do Koreans define their national identity? How does national identity develop among a population that has troublesome political borders?

- Son, S. A. (2018). South Korea's North Korean image problem: Human rights under the spotlight. *Asian Studies Review*, 42(4), 662-681.
- Ha, Shang E., and Seung-Jin Jang. (2016) 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.
- Kim, Jiyeon, Karl Friedhoff, Chungku Kang, and Euicheol Lee. (2015). South Korean attitudes toward North Korea and reunification. *Asan Public Opinion Report*.
- Campbell, E. (2015). The end of ethnic nationalism? Changing conceptions of national identity and belonging among young South Koreans. *Nations and Nationalism*, 21(3), 483-502.

Week 13: Economic development and the role of the state

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? What explains the sudden rise of the Chinese economy? What is the “China model,” and can it be replicated elsewhere? What are the differences and similarities between the “China model” and development strategies of other East Asian states?

- Stubbs, R. (2009). What ever happened to the East Asian Developmental State? The unfolding debate. *The Pacific Review*, 22(1), 1-22.
- Stubbs, R. (2018). Order and Contestation in the Asia-Pacific Region: Liberal vs Developmental/Non-interventionist Approaches. *The International Spectator*, 53(1), 138-151.
- Beeson, M. (2014). Ch. 7. East Asia’s Developmental States and Ch. 8 The China Model. In *Regionalism and globalization in East Asia: politics, security and economic development*. Macmillan International Higher Education, pp. 120-165.
- Haan, A. (2011). Will China change international development as we know it?. *Journal of International Development*, 23(7), 881-908.
- Dickson, B. J. (2011). Updating the China model. *The Washington Quarterly*, 34(4), 39-58.

Week 14: Party politics and party systems in East Asia

South Korea, Taiwan, and South Korea are multi-party democracies. What political, economic, and sociocultural determinants have shaped institutional combinations in each country? How are their party politics different and similar? How is the political system in Japan different from other East Asian democratic countries? How does the electoral system in Japan reinforce the dominance of the LDP?

- Hicken, A., & Martínez Kuhonta, E. (2011). Shadows from the past: Party system institutionalization in Asia. *Comparative Political Studies*, 44(5), 572-597.
- Croissant, A., & Völkel, P. (2012). Party system types and party system institutionalization: Comparing new democracies in East and Southeast Asia. *Party Politics*, 18(2), 235-265.
- Kitschelt, H. (2003). Competitive Party Democracy and Political-Economic Reform in Germany and Japan: Do Party Systems Make a Difference? *The end of diversity*, 334-363.
- Fell, D. (2018). *Government and politics in Taiwan*. Routledge, Ch. 5 Electoral politics: milestones, electoral systems and political communication.
- Vincent, S. (2017). Dominant Party Adaptation to the Catch-All Model: a Comparison of Former Dominant Parties in Japan and South Korea. *East Asia*, 34(3), 197-215.

Week 15: Gender, Race, and Ethnicity in East Asia

What have been the major successes of feminist activism in East Asia? How can political institutions and policies shift deeply-held cultural attitudes towards women in East Asian societies? How do legislations aimed at promoting women's representation in elected public bodies influence the gender dynamics in Japan and South Korea?

- To, Sandy. (2013) Understanding Sheng Nu ("Leftover Women"): the Phenomenon of Late Marriage among Chinese Professional Women. *Symbolic Interaction* 36(1): 1-20.
- Judd, Ellen. (2007). No Change for Thirty Years: The Renewed Question of Women's Land Rights in Rural China. *Development and Change* 38(4): 689-710.
- Dalton, E. (2015). Ch. 5. Negotiating a masculinized party culture and Conclusion: The failure of "equality" and the possibility of gender quotas. *Women and politics in contemporary Japan*. Routledge, pp. 103-137.
- Yoon, J., & Shin, K. Y. (2017). Opportunities and Challenges to Gender Quotas in Local Politics: The Case of Municipal Council Elections in South Korea. *Asian Journal of Women's Studies*, 23(3), 363-384.
- León, M., Choi, Y. J., & Ahn, J. S. (2016). When flexibility meets familialism: Two tales of gendered labour markets in Spain and South Korea. *Journal of European Social Policy*, 26(4), 344-357.

Week 16: FINAL EXAM

Multiple choice & short answer tests.

PART 4: COURSE POLICIES

Basic expectations

The basis for interaction amongst all members of the university is mutual respect, co-operation, and understanding – this course is no exception.

Students should note that in all but exceptional situations ALL components of the course must be completed to receive a passing grade.

Respectful and professional communication is important:
https://www.youtube.com/watch?v=iC_b57-4eh0&feature=youtu.be

In this course, you are expected to:

- Read the course syllabus carefully;
- Attend class regularly, **arrive on time** and be ready to participate;
- Bring your readings, some paper, and something to write with to every class;
- **Turn off your cell phone** at the start of class (unless there are special circumstances, in which case please let me know in advance of the class).
- DO NOT text, check voicemail, check email, listen to music, check Facebook, tweet, snap, etc. during class. If you are a distraction to me or your peers, you will be asked to leave the class;
- Complete the required readings before they are discussed in class;
- Always act in a respectful way towards your peers, the professor and any visitors to the class;
- Approach the course material with an open mind and a willingness to critically engage with diverse ideas and opinions;
- Check your email frequently for any course updates;
- Complete all assignments to the best of your ability, on time, and honestly;
- **Keep rough, draft work and hard copies of your assignments before they are handed in, and until the final marked assignments have been returned to you;**
- Back-up your work and class notes frequently.

In this course, you can expect me to:

- Welcome and respect your diversity of ideas and interests;
- Be available during office hours, for appointments, and via email for consultations about any aspect of the course;
- Reply to your emails within one day (24 hours). **NOTE: I am not able to reply to emails after 20:00 and on weekends;**
- Grade assignments promptly (that is, within 2-3 weeks of their submission) and provide accessible feedback;
- Provide you with opportunities to critically engage with the material and with your peers;

- Provide you with opportunities to reflect on contemporary issues in international politics and offer a safe and engaging forum for debate and discussion;
- Make any course materials that you are required to read or review will be made available online or will be easily accessible via the library.

PowerPoints

I do use PowerPoint during lectures. However, the slides are just outlines and will not be adequate for study/research purposes alone. Lectures and readings are also essential aspects of the course.

PowerPoint slides will not be made available to students in electronic format. If you would like to see a given week's slides outside of class, you may do so during my scheduled office hours.

You do NOT need to copy down every word on these slides. If there is detailed information that I would like you to have, it will be provided to you either as handouts or via email.

Appeals

There are no provisions for rewriting or for "making up" assignments in this course.

Should you believe that you have valid grounds to appeal one of your marks, you should feel free to come speak to me. There is, however, a "cooling off" period of 48 hours (2 days) after the assignment has been returned to you. Do not lodge a grade appeal within those initial 48 hours.

Appeals for a reread/regrade must be submitted within 1 week of students receiving their assignments back in class or via email. This means that if you are not in class when I return those assignments to you, you must prioritize coming to pick them up from me.

Grade appeals must also be accompanied by a half-page explanation of the basis of your appeal. If I do not think that the basis for your appeal warrants a full reread of your assignment, then I will reply to your half-page explanation only – I will not reread/regrade.

Please also note that a re-read of written work may result in your mark staying the same, being raised or being lowered.

Laptops

You are welcome to use laptops for the purpose of taking notes. However, laptops and other electronic devices *may* not only be distracting to others but distracting to yourself as well.

I encourage you to read: [Michael Oliveira, "Students' use of laptops in class lowers grades: Canadian study", *The Globe and Mail*, August 14, 2013.](#)

You might also read [Mueller, Pam A., and Daniel M. Oppenheimer. 2014. "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science*. 1-10.](#)

Assignments

Please see assignment guidelines for submission dates and times. The required submission format may vary across assignments. Please make note of this when you read the guidelines carefully.

All assignments are due via email. They must be in BOTH Word and PDF format. If you do not send both versions, your assignment is considered late. If your file format is incorrect, your assignment is considered late. Each file should be properly named: *SURNAME_TYPE OF ASSIGNMENT*. E.g.: *Smith_MediaScan.doc* or *Smith_MediaScan.pdf*.

For all assignments handed in late, there is a penalty of one letter grade per day, with weekends counting as two days. Thus, an A- paper that is 2 days late will receive a grade of B. Unless an extension has been granted in writing by me, assignments submitted 7 days after the due date will not be marked and will receive a failing grade.

Extensions may be granted based on exceptional circumstances (e.g., compassionate or medical reasons). You might have a sick family member, or you are struggling with a serious mental or physical illness. These are exceptional and pressing reasons. In these situations, you must inform me as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reason for being late does not also explain this lack of communication, then the late penalty will apply. **You must make your case before the due date. No retroactive extensions will be permitted.**

Life happens, and it is always super inconvenient. Each of you has THREE extension days that you can use during the course. An extension day gives you an extra day (24 hours) to hand in an assignment. It is up to you how you use these three extension days.

You do not need to inform me why you are using your extension days - you can have a great reason, an embarrassing reason, or no reason at all. I do not need to know. This being said, **you must indicate on your assignment if you are choosing to use your extension days.** You may use the extension days one at a time or all at once. Use of your extension days may affect the timeline for when you receive your graded assignment.

Extension days CANNOT be used for your final exam.