

INTRODUCTION TO Asian POLITICS

POLS 420, Fall 2022

 : Chen Wang, Ph.D.

 : COLLEGE OF EDUCATION BLDG 442

 : MWF 1:30 PM – 2:20 PM

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 : M: 11:00 AM – 12:00 PM (or by appointment); Administration Building 205J

COURSE DESCRIPTION

This course is designed to provide students with a basic understanding of both domestic and international politics of *major* regions and countries in Asia. It is challenging to learn Asian Politics in one single course, even at the introductory level. The European countries share common cultural heritage (based on Christianity) and, nowadays, democratic political systems, the same might be said about Latin America, while the countries of Sub-Saharan African share common patterns of political history. But there is surprisingly little in common between the countries in Asia. The countries in Asia are characterized by diverse religious traditions (Hinduism, Confucianism, Buddhism, Islam, and Christianity), different colonial backgrounds (or lack thereof), political systems (ranging from democracy to one-party autocracy to monarchy) and levels of development. They are not entirely integrated economically (in contrast to Europe) and have complex relations characterized by union (e.g., ASEAN), hostility (e.g., Japan and China), rivalry (India and Pakistan), or contesting-alliance (both South Korea and Japan are key US allies in the region but are at odds with each other). Each subregion, or even country, merits its own semester-length study to get a fuller picture.

Because of this regional diversity, this course will inevitably be taught in a selective manner. The majority of our time will be spent on the Northeast Asian theater, which includes China, Japan, and two Koreas (South Korea and North Korea). This subregion warrants the most pressing attention for a simple and straightforward reason: it has the potential to trigger another world war (either over a nuclearized North Korea or the Taiwan Strait). We will also briefly cover India (another major Asian power measured by economy, size, and military), and only take a bird's-eye view of the ASEAN countries (Southeast Asia). We will (regrettably) not cover Central (e.g., Kazakhstan) and West Asia (e.g., Saudi Arabia).

Hopefully, with this calibrated balance of depth and width, the course can prepare students for their future study/research in Asian Politics and/or career development in international affairs of this region.

OBJECTIVES

By the end of the course, students are expected to:

1. Gain basic knowledge and understanding of both domestic and international politics of certain (covered) countries and regions in Asia;
 2. Enhance your ability to apply basic political science concepts to understanding these countries' behaviors and policies;
 3. Be able to form independent evaluation of events and issues related to these countries;
 4. Learn to think critically, write convincingly, and communicate clearly.
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COURSE FORMAT

We will take advantage of the (relatively) small size of this class by organizing our weekly sessions as a mixture of lectures and discussion seminars. The majority of our sessions will be lecture based. But there are **10 sessions** (mostly on Friday) that will be organized as Graduate style seminars (these sessions are marked in **blue color** in the schedule table below), during which we will sit down together to discuss some debatable, controversial, or unresolved issues related to these countries that have no right or wrong answers. Each of these sessions will have three slots for students to sign up as "point person(s)" to lead the discussion (with the instructor's assistance). **Each student is required to sign up for at least one session as the point person.** The sign-up sheet will be distributed later in the class on Canvas. Note that there are only three slots for each of these sessions, and we do *first-come-first-serve*.

Don't be intimidated!! A point person's job is both fun and easy. All you need to do is prepare interesting questions for the class and find ways to promote discussion among your classmates. The questions should be primarily based on readings and lectures of that particular week. I'll discuss expectations in more detail in class, but part of the idea here is to develop skills that you will draw on in your careers – presenting as well as leading a meeting, and working as a team.

COURSE REQUIREMENTS

Attendance and Participation — 25%

Attendance and participation are important. Each student is permitted **three unexcused absences**. Every other absence will lower your participation grade by 5 percent unless you have a valid excuse (medical, academic, family, etc.) backed by proper documentation. The course will succeed only if students have completed all the **required** readings, and arrive prepared and ready to share thoughts and questions about the subject matter. Your participation grade will be

(largely) determined by (1) your (or your group's) performance as the point person (explained above) and (2) your contribution to the discussion session when you are not the point person.

Reaction Essay — 20%

Each student is required to write an essay in response to one reading of your own choosing. The readings available for this task is marked with **[Reaction Essay]** in the timetable below. The essay should be 2-3 pages, double-spaced, one-inch margin on all sides, with 12-point Times New Roman font. No specific styles are required, but you must have citations that can be traced back to the original sources (see course policy on academic integrity below). **The essay is due one week after the day the reading is scheduled to be covered.** Late submission will be penalized 5 percent for each day late except in the event of a documented medical or family emergency.

The essay should be roughly organized into two parts. The first part should be a succinct summary of the key points of the article (less than one page):

- What is the question or puzzle the author(s) are trying to address?
- Are there any existing answers to this question?
- What is the author(s)' answer/argument?
- What kind of evidence have the author(s) provided to support the argument (or to reject other explanations)?

The second part of the essay should be focused on discussing your own opinions about the article. Things that could be discussed include:

- What surprised you most about the discussion in the article? What did you find most interesting (e.g., something that you didn't know or thought about before or something that contradicts your conventional understanding)?
- To what extent do you buy or don't buy the author(s)' argument, analysis, and/or evidence? Why?
- What do you find especially convincing or weak?
- What do you think the author(s) has missed?

Take-home Midterm — 25%

There will be a take-home midterm scheduled on Monday, October 10th. It will be an open-book exam that requires you to address two essay questions (800 – 1,200 words each). The exam will be distributed via Canvas (or email) at 1:30 PM on the exam day. You will have 48 hours to complete the essays (turn in both hard and digital copies at the beginning of the class on Wednesday, October 12th). Late submission will be penalized 5 percent for each day late except in the event of a documented medical or family emergency. Detailed instructions about the exam will be provided later in class.

Final Exam — 30%

The final exam will be given during the period scheduled by the University. This will be a typical green/blue book exam. The exam will be cumulative (cover entire semester's material). It will

involve multiple choice questions, true-or-false questions, short answer questions, and one or two essays.

Grade Scale

Letter Grade	
[90, 100]	A
[80, 90)	B
[70, 80)	C
[60, 70)	D
[0, 60)	F

COURSE POLICIES

Academic Integrity:

Cheating and plagiarism are taken very seriously in this course. All assignments must be solely the original work of the student. Violations include cheating on examinations and quoting or paraphrasing another author without attribution on written assignments. Avoid plagiarism by using footnotes (with page numbers) whenever you quote, paraphrase, or otherwise borrow someone else's ideas. If you are unsure whether you are committing plagiarism, do not hesitate to ask me for guidance (before you submit your work). Note that forming a group to study for exams or offering feedback on a draft of another student's essay are not considered violations of academic integrity. On the other hand, writing portions of a classmate's paper or copying a paragraph from a book or website without attribution are very serious violations. It is the policy of our department to refer instances of suspected academic dishonesty to the Student Judicial Council. For the Dean of Students' Academic Integrity site, see <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity>

Classroom Learning Civility:

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5- 6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

Grade Appeals:

Hopefully there will be no reason to contest a grade. However, a student who believes strongly that an essay or exam has been graded incorrectly may appeal by writing a one-page, typed memo explaining why the grade was inappropriate. No sooner than 72 hours and no later than 10 days after the original grade was issued, the memo must be submitted along with the original graded assignment to me for re-grading.

Religious Holidays:

Although students are expected to attend every meeting, exceptions will of course be made for religious holidays. Students who know they will miss class owing to observance of a religious holiday need to notify the instructor during the first week of the semester.

Disabilities:

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources located in the Bruce M. Pitman Center, Suite 127 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: cdar@uidaho.edu
- Website: www.uidaho.edu/current-students/cdar

COURSE MATERIALS

The complexity and diversity of Asian Politics also make it difficult to have a coherent and comprehensive learning experience with one single textbook. We will thus rely on different book chapters and academic journal articles to facilitate our study. All required readings will be provided by the instructor and available on Canvas.

In addition, students are also encouraged to subscribe a free YouTube channel: Asian Boss (<https://www.youtube.com/c/AsianBoss/featured>), where you can find interesting street interviews on a variety of topics with ordinary people all over Asia. Sometimes these interviews can provide you with perspectives that are very different from those you can read from major news outlets such NYT, Washington Post, or WSJ.

COURSE SCHEDULE (This is only a tentative schedule for this course. Content may change)

**** Readings denoted by “●” are required; those denoted by “+” are recommended ****

Week 1: Introduction		
	Aug. 22 (M)	● Course Introduction (read this syllabus)
	Aug. 24 (W)	● Gilley, Bruce. 2014. <i>The Nature of Asian Politics</i> . New York, NY: Cambridge University Press. Ch. 1
	Aug. 26 (F)	● Shambaugh, David., and Michael. Yahuda. 2014 <i>International Relations of Asia. 2nd ed.</i> Lanham: Rowman & Littlefield Publishers: Ch.1
Week 2: China I: Background		
	Aug. 29 (M)	● Joseph, William A., ed. 2014 <i>Politics in China: An Introduction</i> . New York, NY: Oxford University Press. Ch.1
	Aug. 31 (W)	● Joseph, William A., ed. 2014 <i>Politics in China: An Introduction</i> . New York, NY: Oxford University Press. Ch. 2 & Ch. 5
	Sep. 2 (F)	● Joseph, William A., ed. 2014 <i>Politics in China: An Introduction</i> . New York, NY: Oxford University Press. Ch. 6
Week 3: China II: Reforms – From the Red Star to “Black Cat White Cat”		
	Sep. 5 (M)	No Class (Labor Day)
	Sep. 7 (W)	<ul style="list-style-type: none"> ● Joseph, William A., ed. 2014 <i>Politics in China: An Introduction</i>. New York, NY: Oxford University Press. Ch. 4 ● Holbig, Heike, and Bruce Gilley. 2010. "Reclaiming legitimacy in China." <i>Politics & Policy</i> 38, no. 3: 395-422. [Reaction Essay] + Tiananmen Square 1989 Protests Documentary (https://www.youtube.com/watch?v=17-NIFVZqTM)

		+ Truex, Rory. "Consultative authoritarianism and its limits." <i>Comparative Political Studies</i> 50, no. 3: 329-361. [Reaction Essay]
	Sep. 9 (F)	Discussion Session
Week 4: China III: Security and Foreign Policies		
	Sep. 12 (M)	<ul style="list-style-type: none"> • Greitens, Sheena Chestnut, Myunghee Lee, and Emir Yazici. 2019. "Counterterrorism and preventive repression: China's changing strategy in Xinjiang." <i>International Security</i> 44, no. 3 (2019): 9-47. [Reaction Essay] • King, Gary, Jennifer Pan, and Margaret E. Roberts. 2013. "How censorship in China allows government criticism but silences collective expression." <i>American Political Science Review</i>. [Reaction Essay] <p>+ Zeng, Jinghan, Yuefan Xiao, and Shaun Breslin. 2015. "Securing China's core interests: the state of the debate in China." <i>International Affairs</i> 91, no. 2: 245-266. [Reaction Essay]</p>
	Sep. 14 (W)	<ul style="list-style-type: none"> • Fravel, M. Taylor. 2007. "Power shifts and escalation: explaining China's use of force in territorial disputes." <i>International Security</i> 32, no. 3: 44-83. [Reaction Essay] • Zhang, Ketian. 2019. "Cautious Bully: Reputation, Resolve, and Beijing's Use of Coercion in the South China Sea." <i>International Security</i> 44, no. 1. [Reaction Essay] <p>+ Fravel, M. Taylor. 2016. "Why does China care so much about the South China Sea? Here are 5 reasons." <i>Washington Post Blogs</i></p>
	Sep. 16 (F)	Discussion Session
Week 5: China IV: The Taiwan Strait		
	Sep. 19 (M)	<ul style="list-style-type: none"> • Joseph, William A., ed. 2014 <i>Politics in China: An Introduction</i>. New York, NY: Oxford University Press. Ch. 18 • Culver, John and Ryan Hass. 2021. "Understanding Beijing's motives regarding Taiwan, and America's role: A 35-year CIA officer's view." <i>Brookings</i>:

		<p>https://www.brookings.edu/on-the-record/understanding-beijings-motives-regarding-taiwan-and-americas-role/</p> <p>+ Zhu Feng. 2004. "Why Taiwan Really Matters to China" <i>China Brief</i> Volume: 4 Issue: 19</p>
Sep. 21 (W)	<ul style="list-style-type: none"> • Kastner, Scott L. 2016. "Is the Taiwan Strait still a flash point? Rethinking the prospects for armed conflict between China and Taiwan." <i>International Security</i> 40, no. 3. [Reaction Essay] • Chang-Liao, Nien-chung, and Chi Fang. 2021. "The case for maintaining strategic ambiguity in the Taiwan strait." <i>The Washington Quarterly</i> 44, no. 2: 45-60. [Reaction Essay] <p>+ Grossman, Derek, Sheryn Lee, Benjamin Schreer, and Scott L. Kastner. 2016. "Correspondence: Stability or Volatility across the Taiwan Strait?." <i>International Security</i> 41, no. 2.</p>	
Sep. 23 (F)	Discussion Session	
Week 6: Japan I: Background		
Sep. 26 (M)	<ul style="list-style-type: none"> • Charlton, Sue Ellen M. 2017. <i>Comparing Asian Politics: India, China, and Japan</i>. Routledge. Ch. 6 • Hayes, Louis D. 2017. <i>Introduction to Japanese Politics</i>. 6th ed. New York: Routledge. Ch. 8 	
Sep. 28 (W)	<ul style="list-style-type: none"> • Hayes, Louis D. 2017. <i>Introduction to Japanese Politics</i>. 6th ed. New York: Routledge. Ch. 2 & Ch. 9 	
Sep. 30 (F)	<ul style="list-style-type: none"> • Hayes, Louis D. 2017. <i>Introduction to Japanese Politics</i>. 6th ed. New York: Routledge. Ch. 3 – Cha. 5 	
Week 7: Japan II: The Chrysanthemum and the Sword		
Oct. 3 (M)	<ul style="list-style-type: none"> • Benedict, Ruth. 1946. <i>The Chrysanthemum and the Sword: Patterns of Japanese Culture</i>. Boston: Houghton Mifflin Co. Ch.1 & Cha.3 	
Oct. 5 (W)	<ul style="list-style-type: none"> • Ogawa, Shuko. 2000. "The difficulty of apology." <i>Harvard International Review</i> 22, no. 3: 42. [Reaction Essay] 	

		<ul style="list-style-type: none"> Lind, Jennifer. 2009. "The perils of apology: what Japan shouldn't learn from Germany." <i>Foreign Affairs</i>: 132-146. [Reaction Essay]
	Oct. 7 (F)	Discussion Session
Week 8: Japan III: Security and Foreign Policies		
	Oct. 10 (M)	No Class (Take-home Midterm)
	Oct. 12 (W)	<ul style="list-style-type: none"> Curtis, Gerald L. 2013. "Japan's cautious hawks: why Tokyo is unlikely to pursue an aggressive foreign policy." <i>Foreign Affairs</i>. [Reaction Essay] Koga, Kei. 2018. "The concept of "hedging" revisited: the case of Japan's foreign policy strategy in East Asia's power shift." <i>International Studies Review</i> 20, no. 4: 633-660. [Reaction Essay] <p>+ Heginbotham, Eric, and Richard J. Samuels. "Mercantile realism and Japanese foreign policy." <i>International Security</i> 22, no. 4 (1998): 171-203. [Reaction Essay]</p>
	Oct. 14 (F)	Discussion Session
Week 9: Two Koreas I: Background		
	Oct. 17 (M)	<ul style="list-style-type: none"> Ku, Yangmo, Inyeop Lee, Jongseok Woo. 2017. <i>Politics in North and South Korea: Political Development, Economy and Foreign Relations</i>. Routledge. Ch. 1
	Oct. 19 (W)	<ul style="list-style-type: none"> Ku, Yangmo, Inyeop Lee, Jongseok Woo. 2017. <i>Politics in North and South Korea: Political Development, Economy and Foreign Relations</i>. Routledge. Ch. 4 & Ch. 7
	Oct. 21 (F)	<ul style="list-style-type: none"> Ku, Yangmo, Inyeop Lee, Jongseok Woo. 2017. <i>Politics in North and South Korea: Political Development, Economy and Foreign Relations</i>. Routledge. Ch. 3 & Ch.6
Week 10: Two Koreas II: Drifting Apart, Further and Further		

	Oct. 24 (M)	<ul style="list-style-type: none"> • Ku, Yangmo, Inyeop Lee, Jongseok Woo. 2017. <i>Politics in North and South Korea: Political Development, Economy and Foreign Relations</i>. Routledge. Ch. 2 • Fowler, James. 1999. "The United States and South Korean Democratization." <i>Political Science Quarterly</i> 114, no. 2: 265-288. [Reaction Essay]
	Oct. 26 (W)	<ul style="list-style-type: none"> • Byman, Daniel, and Jennifer Lind. 2010. "Pyongyang's survival strategy: tools of authoritarian control in North Korea." <i>International Security</i> 35, no. 1: 44-74. [Reaction Essay] • Dukalskis, Alexander. 2016. "North Korea's shadow economy: A force for authoritarian resilience or corrosion?" <i>Europe-Asia Studies</i> 68, no. 3: 487-507 [Reaction Essay]
	Oct. 28 (F)	Discussion Session
Week 11: Two Koreas III: Stability and Instability in the Korean Peninsular		
	Oct. 31 (M)	<ul style="list-style-type: none"> • Snyder, Scott. 2014. "The Korean Peninsula and Northeast Asian Stability" in Shambaugh, David & Yahuda, Michael <i>International Relations of Asia, 2nd ed.</i> [Reaction Essay] • Roehrig, Terrence. 2016. "North Korea, nuclear weapons, and the stability-instability paradox." <i>The Korean Journal of Defense Analysis</i> 6. [Reaction Essay]
	Nov. 2 (W)	Discussion Session
	Nov. 4 (F)	No Class (Instructor is away for conference)
Week 12: India I: Background		
	Nov. 7 (M)	<ul style="list-style-type: none"> • Charlton, Sue Ellen M. 2017. <i>Comparing Asian Politics: India, China, and Japan</i>. Routledge. Ch. 2, Ch.8 (only the India part), and Ch.9 (only the India part)
	Nov. 9 (W)	<ul style="list-style-type: none"> • Sun, Yan, and Michael Johnston. 2009. "Does democracy check corruption? Insights from China and India." <i>Comparative Politics</i> 42, no. 1: 1-19. [Reaction Essay]

		<ul style="list-style-type: none"> Quah, Jon ST. 2008. "Curbing corruption in India: An impossible dream?." <i>Asian Journal of Political Science</i> 16, no. 3: 240-259. [Reaction Essay] <p>+ Bertrand, Marianne, Simeon Djankov, Rema Hanna, and Sendhil Mullainathan. 2007. "Obtaining a driver's license in India: an experimental approach to studying corruption." <i>The Quarterly Journal of Economics</i> 122, no. 4: 1639-1676. [Reaction Essay]</p>
	Nov. 11 (F)	Discussion Session
Week 13: India II: The Duel in South Asia		
	Nov. 14 (M) Special Event	<p>Guest Lecture by Prof. Mel Gurtov (Portland State University)</p> <ul style="list-style-type: none"> Engaging China: Rebuilding Sino-American Relations
	Nov. 16 (W)	<ul style="list-style-type: none"> Paul, T. V. 2005. "Causes of the India-Pakistan Enduring Rivalry" in Paul, T.V. (Ed) <i>The India-Pakistan Conflict: An Enduring Rivalry</i>. Diehl, Paul F., Gary Goertz, and Daniel Saeedi. 2005. "Theoretical specifications of enduring rivalries: Applications to the India-Pakistan case." in Paul, T.V. (Ed) <i>The India-Pakistan Conflict: An Enduring Rivalry</i>. [Reaction Essay] <p>+ Khan, Saira. 2005. "Nuclear weapons and the prolongation of the India–Pakistan rivalry" in Paul, T.V. (Ed) <i>The India-Pakistan Conflict: An Enduring Rivalry</i>. [Reaction Essay]</p>
	Nov. 18 (F)	Discussion Session
Week 14: No Class (Fall Recess)		
Week 15: Bird’s-Eye View of Southeast Asia		
	Nov. 28 (M) Lecture	<ul style="list-style-type: none"> Case, William. 2002. <i>Politics in Southeast Asia: Democracy or Less</i>. Taylor & Francis Group. Cha.1 Wong, Benjamin, and Xunming Huang. 2010. "Political legitimacy in Singapore." <i>Politics & Policy</i> 38, no. 3: 523-543. [Reaction Essay]

		+ Case, William. 2002. <i>Politics in Southeast Asia: Democracy or Less</i> . Taylor & Francis Group. Cha.7
	Nov. 30 (W) Lecture	<ul style="list-style-type: none"> Jetschke, Anja. 2009. "Institutionalizing ASEAN: celebrating Europe through network governance." <i>Cambridge Review of International Affairs</i> 22, no. 3: 407-426. [Reaction Essay] Stubbs, Richard. 2002. "ASEAN plus three: emerging East Asian regionalism?" <i>Asian Survey</i> 42, no. 3: 440-455. [Reaction Essay] <p>+ Emmers, Ralf, and Huong Le Thu. 2021. "Vietnam and the search for security leadership in ASEAN." <i>Asian Security</i> 17, no. 1: 64-78. [Reaction Essay]</p>
	Dec. 2 (F)	Discussion Session
Week 16: Conclusion: The Role of the US in Asia		
	Dec. 5 (M)	<ul style="list-style-type: none"> Sutter, Robert. 2014. "The United States in Asia: Durable Leadership" in Shambaugh, David & Yahuda, Michael <i>International Relations of Asia, 2nd ed.</i> [Reaction Essay] Glaser, Charles L. 2015. "A US-China grand bargain? The hard choice between military competition and accommodation." <i>International Security</i> 39, no. 4. [Reaction Essay]
	Dec. 7 (W)	Discussion Session
	Dec. 9 (F)	Catch-up Day
Week 17: Finals Week TBA (scheduled by the University)		