

GOV 327 EAST ASIAN POLITICS SEMINAR
Monday and Wednesday 3:00-4:50pm
Burton 219



Smith College | Spring 2017
Dr. Shan-Jan Sarah Liu | slu15@smith.edu | 4/03 Neilson Library
Office Hours: Monday 4:15-5:45pm, Wednesday 10:30am-noon, or by appointment

Course Description

This is a seminar in the politics of East Asia in which we will examine the development of major formal and informal political institutions in contemporary East Asia from 1945 to present. The focus of this course will be on thematic issues in East Asian politics, including the formation of nations and states, democracy, authoritarianism, political parties, political economy, women's political representation, human rights, social movements, and international relations. Organized in themes and parallel case studies, readings have been chosen based on their analytical arguments, rigorous research methods, and nuanced findings. The emphasis in this course pivots on understanding theoretical and conceptual issues that are anchored in East Asian politics but that are generally pertinent to comparative politics in the world. This course will also provide a systematic introduction to the research process and equip students with necessary knowledge and skills to make judicious use of current information technologies. The term project will allow students to demonstrate their ability to formulate a research question, gather and evaluate relevant information, develop and sustain an argument, and communicate their findings orally and in written form in a mode appropriate to their chosen area of inquiry.

Course Goals

After successful completion of this course, students will be able to

- Explain how major political institutions and related practices in modern East Asia
- Identify how arguments are constructed differently in different studies and assess the validity or limitations of these arguments
- Formulate your own research question, devise a research plan, and make critical use of current technologies in gathering relevant literature and materials and assessing information for biases, accuracy, or currency
- Communicate your research questions and plan of study in writing and orally in a mode appropriate to your area of inquiry and your target audience

Required Texts

Electronic articles on Moodle.

Important Dates

- 2/21 Team group leadership topics due
- 3/7 Research question due
- 3/28 Annotated bibliography due
- 4/18 Research proposal rough draft due
- 4/25 Written feedback due
- 5/2 Research proposal presentation
- 5/7 Research proposal due

Course Requirements and Expectations

This course will be in a semi-seminar format where lectures will be given in the first half of the class and followed by discussions and various activities. In this course, I will be facilitating an open, respectful, and informed class setting that considers difference in identity, opinion, experience, and analysis as a fertile space for learning. Such an environment takes effort by both students and the instructor.

As students, your responsibilities are:

- **Preparation:** Complete the required readings before coming to class. We go into details of the assigned reading in class – please also bring the readings of the day to class.
- **Participation:** Participation in class is based on participation in class lecture and discussion, as well as group activities. Write down at least one quote, concept, or idea from the reading that is interesting, provoking, and open to interpretation. This might help you prepare for the class as well as for participation.
- **Respect:** Throughout the course, I would like everyone to feel free to share her/his opinion with one another. In order to do so, we must maintain a civil environment, even when we are discussing controversial topics. You are responsible to actively listen to others and treat others' contributions respectfully (from your peers and me), even if you disagree with them or me. I will not tolerate any language or acts of discrimination and intimidation.

I will contribute to this environment by:

- Treating all students with respect.
- Welcoming diverse viewpoints, experiences, and interpretations of the class materials.
- Challenging your thinking, beliefs, and analysis of issues, concepts, and ideas in this class.
- Making sure every student has the opportunity to speak at least once before allowing students to speak multiple times.

Computer Policy

Some occasions may require you to use computer, cellphone, etc. in class. However, you will not need them most of the time, so please turn off your electronic devices or put them away. While open laptops and other similar devices may be used for note-taking and reading texts, I would rather have you listening to one another with attention. Taking notes by hand has been scientifically proven to help you retain information and perform better in class. Link to the study

<http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

Nevertheless, I am aware that everyone learns in a different way. Therefore, I will allow it, but I will need you to share your notes that you take on your electronic devices on Google doc at

(<https://docs.google.com/document/d/1uEbUPpip0HIGz3B2PIhExAz4FlsmqKoZPR7tM9CKF7Y/edit>), which will be available for the entire class.

I'm as addicted to social media as anyone, but please do your email/Facebook/Twitter/Snapchat, etc. outside of class.

Course Components

I. Participation (20%)

Your participation grade is based on attendance and participation in class. *You should attend every class. I understand that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than 3 classes, you may have overextended yourself and you may fail this course. You do NOT need to notify me if you intend to miss class for any reason. However, I welcome you to see me about anything that may prevent you from attending class. Our discussions will be confidential and I will do my best to ensure that you succeed in this class.*

Participation requires active involvement in weekly discussions based on reading assignments. **Participation requires that you submit as many questions that arise from the assigned readings as you'd like, but no less than two, on Google doc prior to every class.** Additionally, participation also entails any group or individual activity in which we engage in class. *If speaking up may be an issue for you, please see me and we will seek alternative methods for you to participate. If you participate often, allow others to also speak up and avoid monopolizing the conversation.*

II. **Two Team Leadership Sessions (35%; each 17.5%)**

With a team, you will lead two classroom discussion on a topic of your choices—any topic with * in the class schedule below can be chosen. You will inform me of your choice on 2/21.

You will open the class by delivering a presentation on the articles assigned for that specific topic. You will then lead the class discussion for the day. I will moderate and intervene as necessary. The topics available for group leadership are noted as “group leadership” in the class schedule. You will decide in the early on in the semester which date/topic you choose to complete. You will receive a collective grade, but your contribution will be evaluated by your peers, which will be considered as part of your participation in class.

- Your task is to get the class thinking and talking about a theme or issue related to that week's readings. Presentations should be energetic, interesting and engaging and last around 20-30 minutes.
- Presentations should not seek to cover everything about a topic. Instead, focus your presentation on a key issue, problem, or question people can engage with. It's useful to use multimedia (video, music, image) or draw your experiences.
- Alternatively, students may organize an activity for the group which promotes thinking or discussion about key questions or issues related to that class. In short: Don't be boring!
- Please use props, handouts, etc. Prepare any materials or technology well ahead of time and time your presentation carefully!
- The timing, format and purpose of presentation are very flexible as long as you consult with me in well in advance. I'm open to (almost) any format that gets students engaged with or excited about a problem, idea or issue. Again, don't be boring!
- In preparing for the class discussion, you will write five to ten discussion questions per reading and post them on Moodle (**due at 2:40pm before class begins**).
- You should ground your discussion in the text, citing specific passages to support your discussion. You should demonstrate both a critical engagement with the text, as well as your understanding of the broader argument of the text. You should be prepared to answer your own questions.

III. **Research Proposal (25%), Annotated Bibliography (5%), Rough Draft (5%), Written Feedback (5%), Presentation (5%)**

You will write a 7-8 single spaced (Times New Roman, font size 12 pt, margin 1 inch) research proposal related to a question of your interest in East Asian politics. You are free to choose the particular topic. You are required to turn in your research question by 3/27 and a bibliography draft by 4/5.

Your research proposal must include a basic research question, thesis (your own arguments), literature review, and data and methodology that you think are the best to use to answer your question. This research proposal is not an encyclopedia entry. You must make arguments responding to a question of your choosing and explain ways in which you could “test” whether your arguments could be supported. Your literature review must include at least eight scholarly sources (books or articles) in addition to news source or other reputable sources. Most importantly in this research proposal, you will identify the “so what?” question to persuade others why your question/work is important. *A good place to start would be to ask yourselves after reading each assigned article: What am I still wondering? What do I wish the author had done differently? If I had a chance to meet the author, what would I ask her/him?*

You will also be presenting your paper on the second to the last day of class. The presentation should focus on your argument, expected findings, and implications for East Asian politics, lasting no longer than 10 minutes. During the presentations, students will take notes and compile their feedback, which will be turned in and graded, for the ways the students could improve their proposals. On the last day of class, we share our feedback.

Late assignments will be penalized 5 points each calendar day after the due date and time. **Missed Exams or assignments:** *Illness, death in the family, or other traumatic events unfortunately is part of life. A make-up assignment or exam will be given if you contact me within 24 hours and provide documentation.*

I. Extra Credit

There will be plenty of extra credit opportunities throughout the semester. Most of these involve attending a lecture, film, etc. on campus. In order to earn extra credit, you will upload a short paragraph of your response on Moodle before the end of the semester. The extra credit will be added onto your participation grade. Extra credit opportunities will be announced in class and via News Forum on Moodle. *First extra credit of the semester: upload any image of your favorite Asian dish or a dish you'd like to try in the “Extra Credit” folder on Moodle before 3:00pm, 2/15.*

Class Grade Scale

A: 93—100%	B-: 79—82%	D+: 65-69%
A-: 90—92%	C+: 76—78%	D: 60-64%
B+: 87—89%	C: 73—75%	F: 59% and Below
B: 83—86%	C-: 70-72%	

Grades in this class are based on mastery of the class material. This doesn’t just mean attending class and reading the material; it means analyzing and understanding the material—and being able to articulate the material thoughtfully and precisely through assignments, discussion, exams, and essays. At the end of the semester, I do not allow late work or extra credit, “round up,” barter, or allow you to do extra work to improve your final grade. There will be, however, plenty of extra credit opportunities throughout the semester.

Class Schedule

The following schedule is subject to change. Ample notice will be given.

Dates	Topic	In-Class Activity and Readings
1/31	No class	Viewing at home: <i>Please Vote for Me!</i> Access at http://smith.kanopystreaming.com/video/please-vote-me
2/7	Research session	Research session with Sika Berger
2/14	Introduction Democratic transitions	Discussion of class expectations, assignments, exam, reading schedule, and research proposal Chaibong, H., 2008. South Korea's miraculous democracy. <i>Journal of Democracy</i> , 19(3), pp.128-142. Rich, T., 2009. Can democratic consolidation make a country less secure? The case of Taiwan. <i>Journal of Contemporary Eastern Asia</i> , 8(1), pp.1-14. Hung, C.L., 2013. Media control and democratic transition: Ongoing threat to press freedom in Taiwan. <i>China Media Research</i> , 9(2), pp.83-94. OPTIONAL: Fritz, V., 2008. Mongolia: The rise and travails of a deviant democracy. <i>Democratization</i> , 15(4), pp.766-788.
2/21	Authoritarian regimes staying strong in East Asia?	Gallagher, M.E., 2002. "Reform and openness": why China's economic reforms have delayed democracy. <i>World Politics</i> , 54(03), pp.338-372. King, G., Pan, J. and Roberts, M.E., 2013. How censorship in China allows government criticism but silences collective expression. <i>American Political Science Review</i> , 107(02), pp.326-343. Byman, D. and Lind, J., 2010. Pyongyang's survival strategy: tools of authoritarian control in North Korea. <i>International Security</i> , 35(1), pp.44-74. OPTIONAL: King, G., Pan, J. and Roberts, M.E., 2016. How the Chinese government fabricates social media posts for strategic distraction, not engaged argument. <i>Harvard University</i> .
2/28	Public opinion regarding democracy	Chu, Y.H., Diamond, L., Nathan, A.J. and Shin, D.C. eds., 2008. <i>How East Asians View Democracy</i> . Columbia University Press. (Ebook can be accessed online at http://site.ebrary.com/lib/smithcollege/detail.action?docID=10397420) Chapters 2, 6, 7, 8, 9
3/7	Public opinion regarding democracy	Research question due at 3pm on Moodle Chu, Y.H., Diamond, L., Nathan, A.J. and Shin, D.C. eds., 2008. <i>How East Asians View Democracy</i> . Columbia University Press. (Ebook can be accessed online at http://site.ebrary.com/lib/smithcollege/detail.action?docID=10397420) Chapters 2, 6, 7, 8, 9
3/14	Spring break	Have fun!

3/21	Political parties and systems*	<p>Stockton, H., 2001. Political parties, party systems, and democracy in East Asia lessons from Latin America. <i>Comparative Political Studies</i>, 34(1), pp.94-119.</p> <p>Krauss, E.S. and Pekkanen, R.J., 2010. The rise and fall of Japan's Liberal Democratic Party. <i>The Journal of Asian Studies</i>, 69(01), pp.5-15.</p> <p>Chen, A., 2007. The failure of organizational control: changing party power in the Chinese countryside. <i>Politics & Society</i>, 35(1), pp.145-179.</p> <p>OPTIONAL: Kwon, H.Y., 2010. Economic perceptions and electoral choice in South Korea: the case of the 2007 presidential election. <i>The Pacific Review</i>, 23(2), pp.183-201.</p>
3/28	Quota systems*	<p>Annotated bibliography due at 3pm on Moodle</p> <p>Tan, N., 2015. Introduction: Quotas and Non-Quota Strategies in East Asia. <i>Politics & Gender</i>, 11(01), pp.171-175.</p> <p>Gaunder, A., 2015. Quota Nonadoption in Japan: The Role of the Women's Movement and the Opposition. <i>Politics & Gender</i>, 11(01), pp.176-186.</p> <p>Yoon, J. and Shin, K.Y., 2015. Mixed Effects of Legislative Quotas in South Korea. <i>Politics & Gender</i>, 11(01), pp.186-195.</p> <p>Batto, N.F., 2014. Was Taiwan's Electoral Reform Good for Women? SNTV, MMM, Gender Quotas, and Female Representation. <i>Issues and Studies</i>, 50(2), p.39.</p> <p>OPTIONAL: Huang, C.L., 2015. Gender quotas in Taiwan: The impact of global diffusion. <i>Politics & Gender</i>, 11(1), p.207.</p>
4/4	Women's political representation	<p>Hernandez, J. and Piao, V. 2016. "Tsai Ing-wen, Taiwan's First Female Leader, is Assailed in China for Being 'Emotional'" http://www.nytimes.com/2016/05/26/world/asia/china-taiwan-tsai-unmarried-single.html</p> <p>Oh, K. 2012. "Outlook for Nation's First Female Leader." http://www.brookings.edu/research/opinions/2012/12/25-south-korea-oh</p> <p>Iwanaga, K., 2008. <i>Women's political participation and representation in Asia: obstacles and challenges</i> (No. 2). NIAS Press. Chapters 4, 5, and 6</p>
4/11	Social Movements*	<p>Rühlig, T., 2016. "Do You Hear the People Sing"" Lift Your Umbrella"?: Understanding Hong Kong's Pro-democratic Umbrella Movement through YouTube Music Videos. <i>China Perspectives</i>, (4), p.59.</p> <p>Lee, P.S., 2014, October. In the Wake of the Sunflower Movement: Exploring the Political Consequences of Cross-Strait Integration. In conference on "The Politics of Polarization: Taiwan in Comparative Perspective,"</p>

		<p>organized by the Center on Democracy, Development, and the Rule of Law at Stanford University.</p> <p>Dreiling, M.C., Lougee, N. and Nakamura, T., 2016. After the Meltdown: Explaining the Silence of Japanese Environmental Organizations on the Fukushima Nuclear Crisis. <i>Social Problems</i>, p.spw034.</p> <p>OPTIONAL: Yang, G., 2009. Online activism. <i>Journal of Democracy</i>, 20(3), pp.33-36.</p>
4/18	Regional Migration*	<p>Rough draft due at 3pm on Moodle</p> <p>Lu, M. C. W. 2005. Commercially Arranged Marriage Migration Case Studies of Cross-border Marriages in Taiwan. <i>Indian Journal of Gender Studies</i>, 12(2-3), 275-303.</p> <p>Fan, C.C. and Huang, Y., 1998. Waves of rural brides: Female marriage migration in China. <i>Annals of the Association of American Geographers</i>, 88(2), pp.227-251.</p> <p>OPTIONAL: Barceló, J., 2016. Attitudes toward immigrants and immigration policy in Asia and the Pacific: a quantitative assessment of current theoretical models beyond western countries. <i>Asian Journal of Political Science</i>, 24(1), pp.87-123.</p>
4/25	East Asia and the World*	<p>Written feedback due at 3pm on Moodle</p> <p>Johnston, A. I. 2012. What (if anything) does East Asia tell us about international relations theory? <i>Annual Review of Political Science</i>, 15, 53-78.</p> <p>Saunders, P.C., 2014. China's Rising Power, the US Rebalance to Asia, and Implications for US-China Relations. <i>Issues and Studies</i>, 50(3), p.19.</p> <p>Yahuda, M., 2013. China's new assertiveness in the South China Sea. <i>Journal of Contemporary China</i>, 22(81), pp.446-459.</p>
5/2	Student presentation on research proposal	Student presentations will occur during class.
5/7	Research proposal	Research proposal due at 11:59pm on Moodle.