Course Description

For the most part, the “modern” period for states in East Asia began with the end of World War II. Imagine, this region entered the “modern period” as a war-torn, impoverished, and newly sovereign collection of states caught in the whirlwind of what would become the Cold War. All of this only seventy years ago (a historical blink of the eye). Japan was a vanquished empire under American occupation. The Republic of China, still governing mainland China, was in the throes of a civil war between the Nationalist government and the Chinese Communist Party. Taiwan was just relieved of half a century of Japanese rule after “liberation” by the Nationalist Chinese government. South Korea, having also just been liberated from four decades of Japanese colonialism, was divided between Russian and American occupation and suffering early rumblings of a fratricidal war.

Fast forward to 2015 and so much has changed. Japan is the third largest global economy, a full-fledged democracy, and one of the closest alliance partners of the United States. South Korea ranks 14th in global economies, is also a full-fledged democracy, and one of the closest alliance partners of the US. Taiwan, while not recognized by most countries as an independent state, ranks as the 24th largest economy, is a full-fledged democracy, and enjoys a special place under the US security umbrella. The “square peg” in this equation is the People’s Republic of China. Although only in existence since 1949, the PRC is now the world’s 2nd largest economy, having overtaken Japan as number two in 2011. The PRC, while liberalizing a bit from political totalitarianism, remains staunchly authoritarianism and has been identified as the single most prominent potential strategic and economic threat to American hegemony in Asia.

What happened in the years leading up to World War II and its aftermath that set the stage for the founding of the states we know today as Japan, China, South Korea, and “Taiwan”? What were the challenges and opportunities for leaders of these new states by the early 1950s? Why did they make the developmental decisions they did, and how did this shape the next half-century of development? How prominent were the roles played by external powers?

This course offers a broad comparative overview of political, economic, and societal development in East and Southeast Asia. After a brief introduction to colonial Pacific Asia, we will focus on the region after World War II. The modern states of Japan, South Korea, Taiwan, and the People’s Republic of China did not come into existence until after cataclysms following the Second World War. Our objective is to assess and explain differences in type and degree of development in the region and understand how different paths of development generated various types of government, political cultures, and levels of country risk.

This course will focus on economic and political development in the region with an eye to the role of external powers. In other words, we will study the parallel and clearly entwined development of East Asian economics, politics, and cultures within the global context. In each unit, we will address broad theories of political and economic development and then apply these theories to the individual cases. The theories covered in this course may also be applicable to other regions of the world and would ultimately make for some neat cross-regional comparisons.
Books/ Readings

All Course readings are posted on Blackboard.

Grades

Grades will be based on two exams, 2 news briefings, and a term paper in the following manner:

- 2 Exams \(50\%\) (each worth \(25\%\))
- 4 Short essays \(30\%\)
- Contribution \(20\%\) (10% attendance and 10% participation)

Exams*

Exams will be short answer identify and essay style designed to test your general understanding of the concepts and events discussed in class. Better grades will be assigned to answers that provide greater detail. Lesser grades will be assigned to answers that provide the least detail. If you are going to miss an exam, please notify me PRIOR TO CLASS as to the nature of the absence and when the make-up exam will be taken. The make-up exam will not be the same as the scheduled exam.

Writing Assignment* (The good news is that there will be no term project, the bad news is….)

Short Essays Submitted at beginning of class on the day due

In place of the traditional “term paper,” undergraduate students will respond to three of the first four “Unit Questions” listed below in the Course Outline. Response to the fifth “Unit Question” is required. Undergraduate students will write two-page responses and graduate students will write three-page responses. The Unit Theme is intended to capture the goal of each unit in terms of a unifying question. The essays will be in standard format with an introduction, supporting paragraphs that draw from lecture and course readings for support, and a concluding paragraph with a clearly stated answer. Essays must contain multiple references and or quotes from the course readings as supporting material.

Essays are due on the deadlines referenced on the schedule. Past due essays will not be accepted.

REQUIRED Formatting for each essay: double-spaced; 1 inch margins all around; 12 pt. Times New Roman font; no additional spacing between paragraphs or sections; page numbers on bottom of page; no quotes of more than two lines of text; all quotes and paraphrasing from text must be cited, e.g., (Smith 1988, 13). Attention to this required formatting is worth one letter grade, 10 points, for each essay.

*Graduate Student Addendum to Syllabus

The quality of work from graduate students should be, by definition, superior in most instances to undergraduate work. MLA students are required to provide one additional page of analysis per essay. On examinations, graduate students will also be held to a higher standard with regard to the precision of answers. In other words, partial credit will be limited.
**Plagiarism**
Plagiarism is a representation of another person's work as your own (for example, directly quoting from another source without using quotation marks). See the University of St. Thomas regulations, "Scholastic Dishonesty". Plagiarism will be punished to the maximum extent possible.

While some cross-pollination of ideas may occur, student papers must not be written in collaboration. Student papers of similar flow, structure, word-choice, and content will be treated in the same manner as if they were plagiarized.

**Late Papers: Computer crashes, returned emails, and other technology gremlins:**
A late paper, due to technology glitches, will still be considered late. A paper is penalized one letter grade for being late, and not accepted for any points after five days late. Therefore, please consider the following standard recommendations.

Periodically back up your work on an external drive device, floppy disc, or CD. If you do not have CD burnable capabilities and/or a disc drive, then email yourself copies of the paper periodically. Point being, make sure your paper exists somewhere in addition to on your hard drive.

**Contribution Grade**
This portion of the student’s grade is based upon the student’s contribution to the learning environment and process in the classroom. Showing up to class each day and being attentive starts the student at half of the Contribution grade. Comments, questions, and responses to professor inquiries over the course of the semester are worth the other half of the grade. The statement being made, here, is that “just showing up” is not going to cut it. Any student found disruptive to the classroom environment and asked to leave will sacrifice his or her contribution points for the course.

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<th>Grade</th>
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<td>A</td>
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**ADA Statement**
Any student with a disability requiring accommodations in this course must contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-6953 or 3162. The professor is unable to unilaterally grant ADA consideration to students.
Course Outline
(HINT: You will see these questions and/or the related information on your mid-term and final exams)

Jan 12 – Feb 9 Unit 1: What were the conditions that shaped the collapse of the Qing Dynasty and rise of Imperial Japan? (DUE: Feb. 16)

1. What were the internal conditions that precipitated the collapse of the Chinese Empire (Qing Dynasty) between 1830 – 1895?
2. What role did the Western powers and Japan play in the Qing collapse?
3. What were the internal conditions that precipitated the rise of the Japanese Empire under the Meiji Emperor?
4. How were the Chinese and Japanese responses to the Western push different? How did these different responses determine the result for each country?

Feb 16 – Feb 23 Unit 2: How were the choices about state founding reflective of the contexts in which they occurred? (DUE March 16)

1. What were the conditions under which new states formed?
2. Who were the founding personalities and what did they want?
3. How did external powers assist/intervene in the founding process?
4. What were the political and economic regime choices of the founders?

Mar 16 - 23 Unit 3: What were the common development strategies in East Asia? How did these strategies vary by country? (DUE March 30)

State and Development
1. What were the conditions under which states developed?
2. What were the development regimes adopted by state leaders?
3. How did external powers assist/intervene in the development process?
4. What were the key challenges and opportunities for each state?
5. What were the conditions that brought about democracy in East Asia?

Mar. 30 – Apr 6 Unit 4: How has the balance of power in East Asia changed from the Qing Dynasty to the 21st Century? (DUE April 13)

1. Does the past hold the key to future balance of power in East Asia?
2. How does international relations theory help us understand IR in East Asia?
3. How have the US and PRC managed power transition after 2010?
4. What role does “historical baggage” play in East Asia’s relations?

April 13 – 27 Unit 5: Identify and analyze ongoing foreign policy issues in East Asia from perspective of the primary Asian actors and the United States. (DUE May 7)

1. Identify the issue
2. Identify the actors and their motivations
3. Identify the historical factors that feed tensions over the issue.
4. Analyze the factors from perspective of each primary actor national interest.
5. Assess possible policy choices for each primary actor.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Jan 12</td>
<td>Overview of East Asia (Culture and Geography) – BB Folder #1</td>
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<td>19</td>
<td>MLK Day</td>
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<td>26</td>
<td>Finish Overview of East Asia UNIT 1: Disposition of States and Colonialism during 19th and 20th Century (BB #2) Qing Dynasty (Cohen, pp. 216 – 244) The West in East Asia (Cohen, pp. 245 – 272)</td>
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<td>Finish UNIT 1: Disposition of States and Colonialism World War II in East Asia (Ebrey, pp. 501 – 528)</td>
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<td>UNIT 2: New States Emerge (BB #3) Japan (Ebrey, pp. 529 – 545) Korea (Ebrey, pp. 584 – 603)</td>
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<td>Finish New States Emerge PRC (Ebrey, pp. 546 – 564) ROC on Taiwan (Roy, pp. 76-104)</td>
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<td>March 2</td>
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<td>Spring Break</td>
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<td>UNIT 3: States, Regimes, and Development (BB #4) Political Change in Japan, S. Korea, and Taiwan (Lim, pp. 183 – 230) Asian Style Democracy (Kim, pp. 1119-1134)</td>
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<td>23</td>
<td>States, Regimes, and Development continued PRC (Ebrey, pp. 565 – 583)</td>
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<td>Unit 4: International Relations in East Asia (BB #5) Evolving Asian System (Shambaugh, pp. 33 – 58; p. 63) US in Asia (Shambaugh, pp. 93 – 114)</td>
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<td>April 6</td>
<td>Finish International Relations in East Asia China in Asia (Shambaugh, pp. 147 – 172)</td>
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<td>Finish Foreign Policy Issues Korean Divide <a href="http://fpc.state.gov/documents/organization/222077.pdf">222077.pdf</a> (pp. 1-24) Taiwan Question <a href="http://fpc.state.gov/documents/organization/235000.pdf">235000.pdf</a> (pp. 1-35)</td>
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<td>27</td>
<td>TBA and Review</td>
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* Schedule subject to change.

**Final Exam:** May
Some Resources on Asia

General News

- CNN World: www.cnn.com/world
- BBC ASIA: http://news.bbc.co.uk/2/hi/asia-pacific/default.stm
- The Economist: www.economist.com
- Financial Times: www.ft.com
- International Monetary Fund: www.imf.org
- Washington Post: www.washingtonpost.com
- World Bank: www.worldbank.org
- World Trade Organization: www.wto.org

Asia Specific

- Asia Times: www.atimes.com
- Bangkok Post: www.bangkokpost.com
- Jakarta Post: http://www.thejakartapost.com/headlines.asp
- Japan Times: www.japantimes.com
- Korea Times: www.koreatimes.co.kr
- South China Morning Post: www.scmp.com
- Taipei Times: www.taipaitimes.com
- China Post: www.chinapost.com.tw
- People’s Daily: http://english.peopledaily.com.cn/

Country Reports

- See United Nations, World Bank, IMF, and World Trade Organization

Journals on Asia (available through library electronic resources or direct via the Web)

- American Journal of Chinese Studies
- American Review of Asian Studies
- Asian Perspectives
- Asian Survey
- Australian Journal of Chinese Affairs
- China Journal
- China Review International
- Contemporary Pacific
- Taipei Review
- Journal of Asian Studies
- Journal of Japanese Studies
- Korea Focus
- Korean Studies
- Modern Asian Studies
- Pacific Affairs
- Issues & Studies (Taiwan)
- Comparative Politics
- Comparative Political Studies
- International Studies Quarterly
- Journal of Democracy
- World Politics