Regional Study of East Asia
Spring 2018
INST 3360

Dr. Hans Stockton
Phone: 713-525-3536
email: stockton@sthom.edu
Office: Tiller Hall, Room 204
Office Hours: M (3-5), W (3-5), T/R (3 – 4:30)

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 2018 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 exceptions to liberalism are the People’s Republic of China and North Korea. 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 most prominent strategic challenger 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 polities we know today as Japan, China, South Korea, North 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 three exams, group country project, and a term paper in the following manner:

3 Exams 60% (each worth 20%)
Group Project 30% (80% individual performance, 20% overall presentation)
Contribution 10% (attendance and 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.

Group Project

Teams of students will be assigned a country for which to prepare a 25-30 minute PowerPoint “country profile” presentation on the dates listed on the syllabus. The options will be China, Taiwan, South Korea, North Korea, and the Trump Administration policies toward the East Asia region. Students are allowed to structure the presentations how they see fit, but must address the content listed below.

Current Country Profiles

Summary of present population demographics, economy (domestic and trade), political system and government
Major domestic policy issues (economic, political, social) and debates
Alliance structure – major allies/alliances, security and trade regimes, international aid, arms sales
Major foreign policy issues and debates

Trump Administration Profile

General overview of the “Trump Doctrine” or strategic vision for East Asia
US aid and assistance under Trump relative to Obama
Major policy initiatives toward the East Asia region (economic, strategic, etc.)
Major policy initiatives toward each country (China, Taiwan, Japan, North Korea, South Korea)
Perception of the United States by countries in East Asia

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.

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.

Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 87</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>60 – 66</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59</td>
</tr>
</tbody>
</table>

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 exams)

Unit 1: What were the conditions that shaped the collapse of the Qing Dynasty and rise of Imperial Japan?

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?
5. Who were the leading personalities and events during this period?

Unit 2: How were the choices about state founding reflective of the contexts in which they occurred?

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?
5. Who were the leading personalities and events during this period?

Unit 3: What were the development strategies in East Asia? How did these strategies vary by country?

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?
6. Who were the leading personalities and events during this period?

Unit 4: How has the balance of power in East Asia changed from the Qing Dynasty to the 21st Century?

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?

Unit 5: Identify and analyze ongoing foreign policy issues in East Asia from perspective of the primary Asian actors and the United States.

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.
## Course Schedule Spring 2015*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 18</td>
<td>Introduction and Review Syllabus</td>
</tr>
<tr>
<td>23</td>
<td>Overview of East Asia (PPT) (BB#1)</td>
</tr>
<tr>
<td>25</td>
<td>Overview of East Asia (PPT) (BB#1)</td>
</tr>
<tr>
<td>30</td>
<td>Overview of East Asia (Culture and Geography) – BB Folder #1</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>Overview of East Asia (Confucianism) – BB #1</td>
</tr>
<tr>
<td>6</td>
<td><strong>UNIT 1: Disposition of States and Colonialism during 19th and 20th Century (BB #2)</strong>&lt;br&gt;The West in East Asia (Cohen, pp. 245 – 272)</td>
</tr>
<tr>
<td>8</td>
<td>Disposition of States and Colonialism during 19th and 20th Century (BB #2)&lt;br&gt;Ascension of Japan and Meiji Reformation (Cohen, pp. 273 – 302)&lt;br&gt;Japanese Colonialism in Korea and Taiwan (Chen 125 - 158)</td>
</tr>
<tr>
<td>13</td>
<td>Disposition of States and Colonialism&lt;br&gt;World War II in East Asia (Ebrey, pp. 501 – 528)</td>
</tr>
<tr>
<td>15</td>
<td>Finish Unit 1</td>
</tr>
<tr>
<td>20</td>
<td><strong>UNIT 2: New States Emerge (BB #3) - Japan</strong> (Ebrey, pp. 529 – 545)</td>
</tr>
<tr>
<td>22</td>
<td>New States Emerge - Korea (Ebrey, pp. 584 – 603)</td>
</tr>
<tr>
<td>27</td>
<td>New States Emerge - ROC on Taiwan (Roy, pp. 76-104)</td>
</tr>
<tr>
<td>March 1</td>
<td>New States Emerge – PRC (Ebrey, pp. 546 – 564)</td>
</tr>
<tr>
<td>6</td>
<td>Exam 1</td>
</tr>
<tr>
<td>8</td>
<td><strong>UNIT 3: States, Regimes, and Development (BB #4)</strong>&lt;br&gt;Political Change in Japan, S. Korea, and Taiwan (Lim, pp. 183 – 230)&lt;br&gt;Asian Style Democracy (Kim, pp. 1119-1134)</td>
</tr>
<tr>
<td>13 - 15</td>
<td>Spring Break</td>
</tr>
<tr>
<td>20</td>
<td>Political Change and Asian Style Democracy</td>
</tr>
<tr>
<td>22</td>
<td>States, Regimes, and Development continued&lt;br&gt;PRC (Ebrey, pp. 565 – 583)</td>
</tr>
<tr>
<td>27</td>
<td><strong>Unit 4: International Relations in East Asia (BB #5)</strong>&lt;br&gt;Evolving Asian System (Shambaugh, pp. 33 – 58; p. 63)</td>
</tr>
<tr>
<td>29</td>
<td>Easter</td>
</tr>
<tr>
<td>April 3</td>
<td>US in Asia (Shambaugh, pp. 93 – 114)</td>
</tr>
<tr>
<td>5</td>
<td>China in Asia (Shambaugh, pp. 147 – 172) and Review for Exam 2</td>
</tr>
<tr>
<td>10</td>
<td>Exam 2</td>
</tr>
<tr>
<td>17</td>
<td>Taiwan Question <a href="https://www.cfr.org/backgrounder/china-taiwan-relations">https://www.cfr.org/backgrounder/china-taiwan-relations</a></td>
</tr>
<tr>
<td>24</td>
<td>Group Presentation – China and Taiwan</td>
</tr>
<tr>
<td>26</td>
<td>Group Presentation – Japan and South Korea</td>
</tr>
<tr>
<td>May 1</td>
<td>Group Presentation – North Korea and Trump Policies in East Asia</td>
</tr>
<tr>
<td>3</td>
<td>Wrap-up and Review</td>
</tr>
</tbody>
</table>

*Schedule subject to change.

**Final Exam:**
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
United Nations www.un.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.taipetetimes.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