

**Department: Political Science, Philosophy & Religion.**

Course No. IU310.

**Title of Course: Government and Politics of East Asia.**

**I. A. Catalog Description and Credit Hours of the Course:** A survey of social, economic and international forces that influence politics of East Asian societies. (3)

**B. A More Extensive Course Description.** The primary objective of this course is to survey the governments and politics in East Asia. The goal is to become familiar with the contemporary social, economic, and international forces that influence politics of those societies as well as their historical backgrounds. The course will focus on some common themes across the nations in the region, but we will also look at some issues specific to individual countries.

## **II. Interdisciplinary Nature of the Course.**

Contemporary East Asia is a politically, economically and culturally diverse region. It includes various types of political regimes, some of the richest and the poorest countries in the world, and countries that are predominantly Christian, Muslim, and Buddhist among others. This is also the only region in the world where the legacy of the Cold War is still prominent in its security issues.

Understanding the politics of this region requires an interdisciplinary approach, considering the enormous influence of social and economic conditions as well as cultural and historical backgrounds on the political development of each country. The course materials highlight some of the most important social, economic and national security issues the region has faced, and how they relate to the political dynamics of each country.

**III. Prerequisite:** PS103 or PS104; and one course in economic systems or social systems.

## **IV. Purposes or Objectives of the Course.**

- a. To introduce the students to the social, cultural, economic and political settings of the region. (University Studies Objectives 2,4,5,7)
- b. To compare and contrast the socio-economic and political development of the region with the experience of the Western societies in historical perspective. (University Studies Objectives 2,4,5,9)
- c. To compare and contrast the East Asian experiences with the Western experiences. (University Studies Objectives 2,5,9)
- d. To explain how abstract models /theoretical generalizations are applicable and why these fail to answer some of the questions. (University Studies Objectives 2,5,6,7)
- e. To assist the students in finding material appropriate for further readings and their research projects. (University Studies Objective 1)
- f. To stimulate discussions, encourage the students to ask questions, and to make comments with regard to value orientations, biases and judgments. (University Study Objectives 3,7,9)

## **V. Expectations of Students.**

- a. Active, informed participation in class discussions.
- b. Satisfactory performance on examinations.
- c. Demonstration of critical thinking skills in all written and oral presentations. (A ten-page research paper and oral presentation based on the paper.)
- d. Timely completion of all assignments.

**VI. Course Outline. Hours.**

a. Introduction and Geography. What is "East Asia"? Geographical Conditions. (University Studies Objectives 1, 2, 3 and 4)	3
b. Historical Backgrounds. Impacts of the West and Modernization. World War II and Aftermath. (University Studies Objective 1, 3 and 4)	8
c. Government and International Relations. Types of Political Regimes. Political Participation and Representation. Cold War and Post-Cold War Foreign Relations. (University Studies Objectives 1, 2, 3, 4 and 5)	8
d. Military and National Security. Global Trends and Regional Dynamics. Key Security Issues in China, Japan and Korea. (University Studies Objectives 1, 2, 3, 4, 6 and 9)	6
e. Economies. East Asian Miracle. Asian Economic Crisis. Contemporary Trends. (University Studies Objectives 1, 2, 3, 4, 6, and 9)	8
f. Society & Culture. Environment. Population. Gender. Ethnicity. Religion. Literature. (University Studies Objectives 1, 2, 3, 4, 5, 6 and 7)	12

**VII. Textbooks and Course Materials.**

Katherine Palmer Kaup (ed.) *Understanding Contemporary Asia Pacific*. Boulder, CO: Lynne Rienner. 2007.

### **VIII. Basis of Student Evaluation.**

First Exam (short answers and essays).	20%
Second Exam (short answers and essays).	20%.
Final Exam (short answers and essays).	30%.
Ten-page research paper.	20%.
Oral presentation of research paper.	5%.
In-class participation.	5%.

### **IX. Justification for Inclusion in the University Study Program.**

**Objective 1:** Demonstrate the ability to locate and gather information.

Emphasis: Significant.

Content: Students are expected to develop their ability to locate and gather information through their research project that leads to a research paper.

Teaching Strategies: Students are given guidelines for an acceptable range of research topics, types of sources they are expected to search as well as the format of their research papers.

Student Assignments: In writing their research papers, students are expected to search for materials in both printed and electronic forms, including books, journal articles and other periodicals.

Student Evaluation: The performance of students will be evaluated based on their ability to sort out required information, to analyze and interpret the empirical data and the accuracy of presentation.

**Objective 2:** Demonstrate capabilities for critical thinking, reasoning and analyzing.

Emphasis: Significant.

Content: Throughout the course, students are exposed to topics that attempt to apply social science theories to experiences in the East Asia region. They are expected to analyze the difficulties with applying those theories, including the comparison and contrast with the Western experiences.

Teaching strategies: Class time is spent on both lecture and discussion. Students are expected to read the assigned book chapters or articles before the class, and raise questions. The instructor asks additional questions based on the assigned readings to facilitate further discussion. Students are also expected to critically analyze the information they gathered for their research project.

Student Assignments: Assignments will include a research paper, oral presentation of the research paper and participation in class discussion.

Student evaluation: The performance of students will be evaluated in their ability to analyze the information they gathered for their research paper. In addition, both quantity and quality of discussion participation will be evaluated.

**Objective 3:** Demonstrate effective communication skills.

Emphasis: Significant.

Content: The instructor will provide written guidelines for both written and oral assignments.

Teaching Strategies: Students are expected to learn how to write more effectively through their research paper assignment. In their oral presentation, they are expected to learn how to present their research results in a clear and concise manner.

Student Assignments: Students are given both written and oral assignments. The writing assignment consists of a ten page research paper on a topic of choice that is relevant for the course content. The oral assignment is a presentation of their research paper in front of the class.

Student Evaluation: Both the written and oral assignments are evaluated on the structural organization and clarity of expression as well as their contents.

**Objective 4:** Demonstrate an understanding of human experiences and the ability to relate them to the present.

Emphasis: Some.

Content: In addition to the section of modern history, virtually all the components of this course have some historical elements.

Teaching strategies: It is impossible to explain almost any topic in the course without reference to some historical background relevant to the issue. In addition, reviewing the modern history of the region is essential to the basic understanding of the region.

Students Assignments: Students are expected to consider historical background relevant to the issue when they write their research paper. In addition, some of the exam questions will ask the students to include historical backgrounds in their answers.

Student evaluation: Both research papers and exam essays are evaluated based on such factors as how accurately students understand the historical impacts on the contemporary issues.

**Objective 5:** Demonstrate an understanding of various cultures and their inter-relationships.

Emphasis: Some.

Content: Understanding the cultural context is essential in understanding any region of the world. It is especially the case with “non-Western” societies. Some topics in the course (such as religion and literature) directly deal with this aspect, while cultural influences are constantly mentioned in the discussions of other issues.

Teaching strategies: students are expected to examine how the cultural factors have influenced the social, economic and political conditions of the region throughout the class discussion.

Student Assignments: for some students, considering the cultural factors in their research papers will be essential. In addition, some exam questions will include aspects of cultural influences on various issues.

Student evaluation: both research papers and exam essays are evaluated based on such factors as how accurately students understand the cultural impacts on other issues.

**Objective 6:** Demonstrate the ability to integrate the breadth and diversity of knowledge and experience.

Emphasis: Significant.

Content: Almost every topic in the course has a multi-disciplinary aspect. The development of political systems in contemporary East Asia cannot be understood without considering their historical origins, socio-economic backgrounds and impacts of foreign relations. Social and economic issues and foreign policies, in turn, are heavily influenced by the political institutions and processes.

Teaching strategies: the course will be taught with an emphasis on the interaction between social, economic and political factors.

Student assignments: students will be required to demonstrate their ability to integrate social, cultural, economic, and political factors in their research paper and exam answers.

Student evaluation: students will be evaluated on their ability to integrate social, cultural, economic and political factors in their research papers and exam essays.

**Objective 7:** Demonstrate the ability to make informed, intelligent value decisions.

Emphasis: Some.

Content: examining social, economic and political issues in a value-neutral way is a major challenge. First, students have to understand how difficult it is, and why it is still important in spite of its difficulty. Students are introduced to examples of value-laden interpretation of the East Asia region, and their possible origins.

Teaching strategies: through class discussion, students are asked to examine what kinds of assumptions are influencing various interpretations of the region, and what kind of problem might result from those assumptions.

Student assignments: students will be asked to be aware of the limitation to their value-neutrality, and consider the normative implication of their analysis in their written assignments.

Student evaluation: students' papers will be evaluated based on their understanding of the normative implications of their analysis.

**Objective 8:** Demonstrate the ability to make informed, sensitive aesthetic responses.

*Emphasis:* Not emphasized.

**Objective 9:** Demonstrate the ability to function responsibly in one's natural, social and political environment.

Emphasis: Some.

Content: Considering the importance of the East Asian region for the economic and strategic interests of the United States, it is vital to understand the social, economic and political issues of the region. Understanding of the region benefits students not only in future encounters with people in other parts of the world, but also in understanding the relative strength and weakness of their own society.

Teaching strategies: Students will be asked to examine how our perceptions of East Asia have been shaped, and still continue to influence our policy toward the region, and to consider how more accurate understanding of the region could contribute to positive changes in our policies.

Student assignments: Exam questions will cover how our perception of East Asia has influenced our policies toward the region. The same applies to students' research papers where it is relevant.

Student evaluation: Students will be evaluated on how accurately they understand the roles our understandings play in our policy toward East Asia in exam questions and research papers.

**X. Background:** This course will be taught by an instructor who is familiar with the region and the academic discipline (political economy) through his/her graduate training, personal background, and whose research interests coincide with the topics discussed in the outline.

**XI. Class size:** Considering the number of in-class presentations, research projects, and emphasis on class discussion, the optimal class size for this course is 25.