Globalization in Asia

GLOA Capstone & Mason IMPACT+

GLOA 400-001, Spring 2024.
TR 10:30–11:45AM. Aquia Building 347
Global Affairs Program, George Mason University

Last Revised: March 18, 2024

> Direct jump to Reading and Course Requirement

INSTRUCTOR

Dr. Byunghwan Son

- Contact: ✉ bson3(at)gmu.edu 🎓 Google Scholar 🏛 GLOA faculty page
- Office: Horizon Hall 6235
- Office Hours: TR 1:30–3:00
    - Zoom-in during this time is also available (link) but you have to let me know at least two hours in advance. But emails are strongly preferred to Zoom.
    - I will make myself available for a bit *before* and *after* the class. Take advantage of that time.
- Email Policies
    - you can email me whenever you want, but my responses to the emails sent to me after 5 pm weekdays as well as any time during the weekend will be *significantly* slow. For best responses, you might want to try to use the normal working hours (9 AM to 5 PM, Monday through Friday).
    - in your email, please indicate 1) who you are (name) and 2) which class you're in (i.e., GLOA 400).
    - online security: Use *only* the Mason email for any communication to protect your privacy. Not only is it Mason's rule, it is also (and perhaps more importantly) a smart thing to do. Even when looking 'innocent,' emails from a non-Mason account won't be answered. If you are not getting my response to your email for a long time, first check if you sent it from your Mason account.

WHAT IS THIS COURSE?

The primary goal of this class is to get you to complete an independent research project (See 'Synthesis' and 'Mason Impact') that has direct relevance to globalization in Asia (see 'the topics' below).

The topics

Asia is generally considered a 'winner' of globalization due largely to the region's miraculous economic success in the past decades. Not discussed as frequently are 1) the challenges each society in the region faces in political, economic, and/or cultural fronts and 2) the diverse ways in which such challenges are perceived in different countries. In this class, we tackle these two large issues by identifying what these challenges are in general and by discussing how each of the countries

in the region fares on those challenges. The specific issue areas where this discussion takes place includes, but not limited to, democratic regime; welfare system; immigration; financial crisis; territorial disputes; corruption; inequality; transitional justice and human rights. While most of the countries in the region will be covered, topics related to China, Japan, South Korea, and Taiwan are slightly more frequently discussed.

Mason Core Synthesis (course learning outcomes)

The course fulfills the Mason Core 'Synthesis' requirement. Upon completing this course, students are expected to be able to (required of any Mason Core synthesis course):

1. Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)
2. Using perspectives from two or more disciplines, connect issues in a given field to wider intellectual, community or societal concerns
3. Apply critical thinking skills to evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources

GLOA 400 (any section) is also a Mason IMPACT+ course in the area of Research, Scholarly, and Creative Activities. *What this actually means* to us is that students taking this class have to **a)** complete a research project, collaborative or individual (which has always been the case for a capstone course, anyway) and **b**) present the project outside of the classroom. This presentation is not graded as long as you complete one (note, though, that there is a separate in-class presentation that is graded). For the out-of-classroom presentation, you can choose *one* or more from the options below. My recommendation is that everybody participates in the GLOA research week and those who wish to may also pursue one of the other two options, additionally. Note that this can be done after the semester. Also note that the title of your project can be listed in your transcript just like the honors' which is a great opportunity.

- *GLOA Research Week*
  - At the end of the semester. The exact date will be announced later but it usually is the first week of the last month of the semester (May or December). Both online and in-person are available. This is your default option and no extra steps (i.e., application) are required. Presenting here in and by itself fulfills the IMPACT+ requirement. There usually is a cash reward for a select group of presenters.
- *CHSS Undergraduate Research Symposium*
  - This takes place late in the semester (a couple of weeks before the finals, usually). A project done in a Fall class can be presented, which counts toward the IMPACT+ requirement. You have to apply for it. As a reference, the link for the last one is here.
- *OSCAR URSP*
  - Mason OSCAR's Undergraduate Research Scholars Program (URSP) is a semester-long program where students pursue their research project funded by the University under the guidance of a faculty mentor (in this case, me). This is probably the most competitive (and therefore rewarding) option. You have to apply in advance and need to be selected to continue on the project. Presenting the research at the 'celebration of the student scholarship' at the end of the semester counts toward IMPACT+ requirement. For details, see here.

Opportunities from Mason IMPACT+ Office

- Students can receive a line on their transcripts for their specific project by uploading their projects via the portal on the student section of the Mason Impact website.
- Students can receive a MINI Grant for up to $500 to complete their project. Applications will be considered on a rolling basis until April 20, 2024.
- Students can continue their work as part of the Undergraduate Research Scholars Program.
- Students can share their project at the Celebration of Student Scholarship and Impact.

Here's Mason IMPACT+ Learning Outcomes for your reference (also available online):

1. Understand knowledge creation: Students will understand how knowledge is generated and communicated, and how it can be used to address questions or problems in disciplines and in society.
2. Engage multiple perspectives: Students will be able to identify and negotiate multiple perspectives, work collaboratively within and across multiple social and environmental contexts, and engage ethically with their subject and with others.
3. Investigate a meaningful question: Students will use inquiry skills to articulate a question; engage in an inquiry process; and situate the concepts, practices, or results within a broader context.
   - Students will be able to ask increasingly complex questions about significant problems, debates, or challenges.
   - Students will be able to evaluate and choose inquiry methods that are appropriate to a project.
   - Students will be able to explain how a project has value to local, civic, professional, scholarly, or global contexts.

COURSE REQUIREMENT

Your grades are determined by:
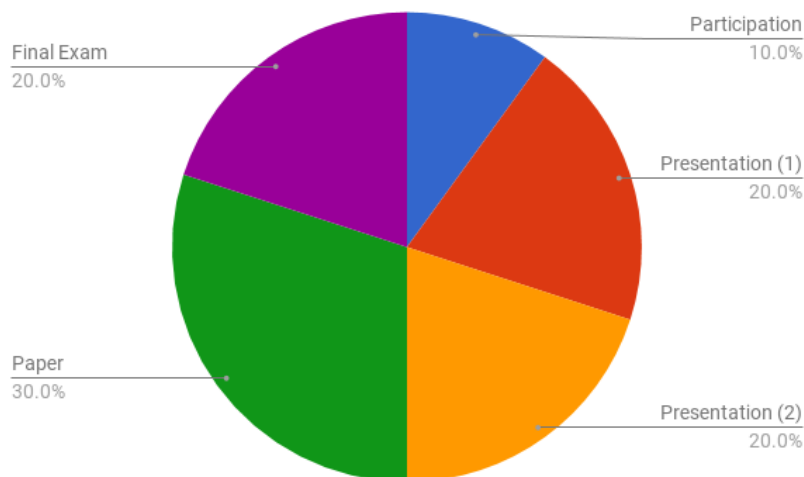
Presentation ($20\% \times 2 = 40\%$**)**

- The presentation is the very core element of this capstone course. You're doing an empirical exercise (well, actually two) to intellectually wrap up your GLOA experience, which is really what the capstone is about. Note that this is different from the IMPACT+ requirement of 'outside-classroom presentation.'
- You are asked to give two presentations in this course on cases relevant to globalization in Asia. For the majority of weeks this semester, each meeting will see some people presenting (there will be a sign-up sheet distributed for this schedule).

- Topics should be on globalization, broadly defined. Consider the following when choosing your topic. You are encouraged to discuss your topic with me in advance.
    - **Public**: Not your or someone else's personal experience but an event (or the news thereof) that a sizeable number of the global public was exposed to. A 'controversy' that happened *only* at a corner of the internet might not qualify. If the topic was covered quite a bit by the global media, that's a safe bet.
    - The premise is based on **verifiable facts**: A story of an individual based on rumors wouldn't cut it. Try to avoid the cases built on mere accusations. As a general rule, empirically unverifiable subjects cannot be studied scientifically.
    - At least some components of the story **cross a border**: Something that 1) happened solely within a country and 2) matters only to that country would not qualify. Granted, few of such one-country events exist these days. An otherwise purely domestic topic that has important and clear implications beyond the border (e.g., election; secessionist movement; populism; mass displacement; genocide) will also qualify.
- Your presentations will be more in-depth, focused, and analytical than, say, a `Wikipedia` entry. Limiting the time frame and or geographical coverage would be a good strategy. A descriptive overview that reads like a 'social commentary' or a punditry essay should be avoided. A generic chronicling of an event is also undesirable. Be concrete, specific, and focused. This will take time and effort. And your capstone is that much more valuable.
- Another way to think about the concreteness of the topic is to see if your presentation can focus on a *specific* event/example that represents the topic. In other words,

Not Cool 👎	Better 👍
- Territorial disputes in the South China Sea	- Younger Filipinos' reactions to the new security post in the Spratly Islands
- Rohingyar refugee crisis	- Comparing the narratives of different political factions in Myanmar on the Rohingyar genocide
- China's Covid-19 policies	- How did the containment of Shanghai happen in 2022? The case of Apple factory
- US and China trade war	- The effect of the US tariffs on Chinese steel imports in 2021-3
- North Korean Nuclear Crisis	- How/whether the May 2022 NK missile launch was different from previous ones
- Supply chain disruptions and US-China decoupling	- the effect of the CHIPS Act on the semi-conductor production of TSMC

* *You might have already noticed it–you will have to work on the things in the left column to actually do the research focusing on the topics in the right column.*

- You are expected to present two separate cases. They may or may not be about the same country or organization. If there is a major development in the case after the first presentation, you are allowed to present the same event twice–but this is very rare.
- **Geographic focus**: The topic should be about Asia. Now, Asia can be defined in many different ways. To avoid redundancy with other courses in GLOA–and this is the sole reason, the geographical perimeter for Asia in this class is defined as 'east of India, south of Mongolia, and northwest of Papua New Guinea.' The Middle East region (including Pakistan) is excluded. So are the Central Asian countries as well as New Zealand and Australia. By absolutely no means is this to say that they are not Asia. It is simply to avoid the overlap with

other GLOA courses that focus on these countries and regions primarily. It is important to note, though, that if you're doing an inter-regional study, only one country/space/region being in Asia should suffice.

- The presentation can be either individual or collaborative (up to two members).
- The presentation can take whichever form you find most appropriate/effective. A *typical* format would look like:
    1. an explanation as to why the case deserves our attention
    2. the background $\Leftarrow$ *minimize*
    3. who the major actors are
    4. why it is a case of globalization [the most important part].
- The presentation is expected to be less than 10 minutes (such that we can have enough Q and A). Slides are optional and not required.
- In evaluating the presentation, I will focus on:
    – is the topic properly selected (see the 'public, verifiable, and cross-borderly' requirements above)?
    – is the argument (or the main point) clearly presented and convincing?
    – is the empirical evidence compelling?
    – is overall delivery of the presentation clear?

Research Paper (30%), Due 10:30AM, April 29

You are asked to *choose one* of the two presentations you gave and write an analytical essay on it. The purpose of this exercise is to get you to think about globalization analytically in the context of the case of your interest. *Even if you did a collaborative presentation, your paper should be your own.* For example, a team project still entails two different papers. The paper should include:

1. All the basic components delivered in the presentation.
2. How globalization affected the onset and/or development of the major event of the case. To do this, you may talk about what the event would have been like (or whether it was ever likely) without the kind of globalization that did take place in Asia.
3. A comparative perspective (cross-country or -region comparison) is welcome, but not required.
4. The paper should not be longer than 4,000 words. There is no minimum required but the median length tends to be between 3k and 4k words.
5. As always, a proper citation style (e.g., APA) is required. No footnote citations (it's lame!). Instead, follow '(author-year)' citation. Some useful examples are here.
6. There's no particular reference style, but use a generally accepted one (e.g., Chicago, APA, Havard) consistently.
7. The paper is due 10:30AM, April 29 (to be submitted via Blackboard).

Rubric for the paper (or lack there of)

There is no hard rubric for the written assignments. There are just so many different ways to do good work. But here are some expectations for a certain level of grades. *Concretness* is always an important factor that would explain the variation within each column in the table below.

Paper (30 pts total)	[30.0-29.0]	[28.9-26.0]	[25.9-22.0]	[21.9-15.0]
Extraordinarily insightful analysis (*"you made me cry"*)	✓			
direct answer with relevant points (*"there's no major shortcoming"*)	✓	✓		
proper format w/ reasonable clarity (*"You are trying to make a point and I am confident that I understand it"*)	✓	✓	✓	
meeting all the minimal requirements (*"it talks about a relevant topic and is submitted on time"*)	✓	✓	✓	✓

Participation (10%)

- Active participation in class discussion is expected of every student. As is the case in any class, we learn the most when we talk. In particular, participating in class discussions will help you navigate your research topics and refine the research design you come up with.
- The evaluation of your participation rests upon my *subjective* assessment of the extent to which you contributed to our collective understanding of the class subject. In practical terms, both frequency and quality matter. There are numerous ways to offer high-quality comments. However, making points about the readings or comments relating class discussions to your (or your classmates') project is considered always of the highest quality. In general though, the more, the better.
- Engaging in your classmates' presentations (i.e., asking questions and offering feedback) is a great way of participation. To be clear, your presentation itself is not participation, meaning that you need to engage others' presentations if you want your speaking to count.
- "**What's happening in Asia?**": Another great way to participate is to contribute to a brief (5-min) class discussion taking place at the beginning of every meeting. Just bring up what you found from news from Asia and we can discuss it together.
- The number of absences does not directly translate into the participation grades. However, a sustained absence (barring a medical excuse recognized by the Office of Disability Service) will have an impact. Seven or more absences by the end of the semester will lead to zero in the participation grade. In addition, absence indirectly affects your grade (since the less you're in class, that much less opportunities for your participation).

Final Exam (20%): due at 10:30AM, May 7, online

- The final exam consists of two essays.
- One essay will broadly reflect one of the general topics. Your answer will be solely based on the class readings. There will be no trick question. If you've done the reading regularly throughout the semester, you won't really need any extra effort for this.
- You will be given two questions and asked to choose one.
- The other essay will be specifically about the presentations that your classmates gave. You will be given three and asked to choose one. (If the question is about your own presentation, you should choose one of the other two).
- Questions will be posted in Blackboard 24 hours in advance (10:30 AM, 5/6). You don't need to be in town just for this exam, therefore.

- The deadline is 10:30 AM, 5/7. This day is determined by the [University Calendar](#). 24 hours are given *not* because you're expected to spend all that time working on the exam, but because I want to give you some flexibility (e.g., exams of other courses on the same day). You will probably need about two hours to complete the exam—think of it as an in-person, real-time exam that happens to be taken online. So no extension on this deadline will be allowed (unless you provided me with the official accommodation document at the beginning of the semester).
- More details will be provided when we get closer to the end of the semester.

COURSE POLICY

Medical Excuses 🏥

- You can call in sick and ask for an extension. You're advised to consult the disability office in case your absence is expected to be lengthy.
- There will be no real-time Zoom-in to the class (the University policy). You will be responsible for completing the readings on your own although I can answer any questions you might have afterwards.

Assignment Submission

- All assignments (the final paper and exam) are expected to be submitted electronically in Blackboard ('Assignment Submission' tab).
- Technical difficulties are not rare. Try to submit it early if you can.
- Be sure to make it an **MS Word** or **PDF** file. This is the safest form that very rarely crashes.
- 2% reduction in grade (e.g., for the final exam, -0.4 point) will be applied to a same-day late submission (so it is still a good idea to turn things in no later than the day of the deadline—the damage would be minimal!). Additional 5% reduction will be added for every midnight (11:59 pm) until the submission.

Accommodations

If you have a documented learning disability or other condition that may affect academic performance you should: 1) Make sure this documentation is on file with the Office of Disability Services (SUB I, Rm. 222; 993-2474; www.gmu.edu/student/drc) to determine the accommodations you need.

Academic Integrity

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. Remember, *not being familiar with the Honor Code doesn't constitute a sufficient ground to get your offense excused*—anybody taking Mason courses is subject to the Honor Code, no matter what. Likewise, note that intentionality rarely makes a proper excuse. The principle of academic integrity is taken very seriously and violations are treated gravely. When you rely on someone else's work, you will give that source full credit, typically in the form of an in-text citation and bibliographic reference. If you are unaware of what counts as

plagiarism see here:

http://mason.gmu.edu/~montecin/plagiarism.htm.

Students caught violating the Honor Code will receive a failing grade in the related course assignment and will be reported to the proper university authorities for further disciplinary action.

Use of Artificial Intelligence

- A Large Language Model (LLM), commonly referred to as AI, is a double-edged sword, in that it can help you research better but doing so could easily involve plagiarism/cheating.
- As a general rule, making an LLM 'write,' be it partial or entirely, is considered unequivocal cheating ('consulting unauthorized materials') and a direct violation of GMU Honor Code. Doing so also risks committing plagiarism. The writing itself has to be yours and yours only.
- Note that a 'light' rephrasing (e.g., altering some words) is still plagiarism. Similarly, submission of an *edited* version of LLM-generated writing is still considered plagiarism.
- LLM could be used in the *process* of research, the result of which you actually write *about*. A good example is to use LLM in finding topics. The more you dig in, the more useful the outcome. One way to see if you are using LLM properly is to see how much time and energy you're spending on it. If it takes a lot of effort and committing many hours of time, you are probably using LLM right (as a general rule, if what it does is simply make your life more comfortable, there's a good chance that you're violating the Honor Code). Another way is to use LLM to find relevant readings, although this is proven quite unreliable.
- Not bothering using an LLM in the first place remains a great option.

Grading Scale

>= 93.00	A	77.00 - 79.99	C+
90.00 - 92.99	A-	73.00 - 76.99	C
87.00 - 89.99	B+	70.00 - 72.99	C-
83.00 - 86.99	B	60.00 - 69.99	D
80.00 - 82.99	B-	<= 59.99	F

The class does not give 'I' (incomplete).
Note that the grades won't be 'rounded up.' 92.999999999, for example, is still A-.

Extra Credits

In line with GMU policies, the class does not offer students any extra activities to grant extra grades/points towards the end of the semester to 'bump up' the grade.

Diversity Statement

* this section reflects in part Mason's diversity statement.

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services, and resources, Mason strives to maintain a quality environment

for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

There's a practical element here too. You (will) live in an increasingly diverse society where practicing inclusiveness might help you in the long-run (even if you do not agree with some of these values!). You are strongly encouraged to check out important websites such as Anti-Racism Resources and GMU Religious Holiday Calendar. It is the obligation of the student to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent due to religious observances.

Medical Excuses 🏥

- You can call in sick and ask for an extension.
- This also applies to the occasion where you need to be quarantined on the date of your presentation.
- There will be no real-time Zoom-in to the class. You will be responsible for completing the readings on your own although I can answer any questions you might have afterwards.

READING SCHEDULE

* Class discussions are built on these readings. Remember, though, the primary goal of this class concerns your research and all these readings and discussions about them are designed to help you pin down your topic of interest and/or help you refine the research design you constructed. Pay close attention to the way literature is evaluated, arguments/hypotheses are derived, data are described, research designs are explained, empirical evidence is presented, and conclusions are drawn.

* Unless familiar with quantitative methods, you will find several of the readings 'math-heavy' (though they really aren't). It is not the purpose of this class for you to have a line-by-line understanding of the quantitative parts of each reading. You are asked, instead, to figure out what the authors actually want to deliver through all those numbers and equations. We will work on this whenever necessary and I am more than happy to help you on this individually.

* Unless specified as 'not required but recommended', all the listed readings are required readings.

* The readings can be–and will be–added or deleted. If it happens, it should happen at least one week before the reading is due. Just bookmark this syllabus (because I will update it online) and check it before working on the readings.

* Most readings here are available through GMU library webpage (`https://library.gmu.edu/`). It is part of the training that you get yourself familiar with finding these academic materials in the library (your tuition money goes to GMU's subscriptions to all these academic journals–many of which are quite a lot of 💵). Those unavailable in the Library or free online will be made available in Blackboard ('Readings' in the 'Course Contents' tab).

* We could lag a bit behind the reading schedule. When we're late, the whole schedule gets pushed back, accordingly.

1. The Ground Work

1/16, Introduction

- Course Introduction.
- So you think you know Asia? Quiz (*not graded*)
- History of Asia, a short-summary ▶.
- We will make the presentation schedule.

1/18, 23, Social science methods primer

- King, G., Keohane, R. O., and Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press, Princeton, Ch. 1. (Blackboard).
- Gerring, J. (2012). *Social Science Methodology: A Unified Framework*. Cambridge University Press, Cambridge, second edition. Ch. 2. (Blackboard).
- George, A. L. and Bennett, A. (2006). *Case Studies and Theory Development in the Social Sciences*. MIT Press, Cambridge, Ch. 3. (Blackboard).
- APA Style Guide. Purdue University. https://tinyurl.com/bd3fm8v.
- Kapiszewski, D. and Karcher, S. (2020). Transparency in practice in qualitative research. *PS: Political Science & Politics*, Forthcoming. Doi: https://doi.org/10.1017/S1049096520000955. (not required but recommended).
- Miller, S. 2014. Reading A Regression Table. http://svmiller.com/blog/2014/08/reading-a-regression-table-a-guide-for-students/ (not required but recommended).

2. Political Globalization in Asia

1/25, 30. Autocratization and Populism in Asia

- 1/25 is the first day where presentations are possible.
- Slater, D. and Wong, J. (2013). The Strength to Concede: Ruling Parties and Democratization in Developmental Asia. *Perspectives on Politics*, 11(3):717–733.
- Arugay, A. A. and Slater, D. (2019). Polarization Without Poles: Machiavellian Conflicts and the Philippines' Lost Decade of Democracy, 2000–2010. *The ANNALS of the American Academy of Political and Social Science*, 681(1):122–136.
- Kasuya, Y., Miwa, H., and Holmes, R. (2023). Pretending support? Duterte's popularity and democratic backsliding in the Philippines. *Journal of East Asian Studies*, Forthcoming. DOI: https://doi.org/10.1017/jea.2023.18.
- Loughlin, N. (2021). Chinese linkage, leverage, and Cambodia's transition to hegemonic authoritarianism. *Democratization*, 28(4):840–857.
- Croissant, A. and Haynes, J. (2021). Democratic regression in Asia: introduction. *Democratization*, 28(1):1–21. (not required but recommended)

2/1, 6. Globalization and Political Freedom (in China and beyond)

- King, G., Pan, J., and Roberts, M. (2014). Reverse-engineering censorship in China: Randomized experimentation and participant observation. *Science*, 345(6199):1–10. Available at: `https://gking.harvard.edu/files/gking/files/chinasci2.pdf`.
- King, G., Pan, J., and Roberts, M. (2017). How the chinese government fabricates social media posts for strategic distraction, not engaged argument. *American Political Science Review*, 111(3):484–501. (not required but recommended)
- Freedom House. Freedom In the World 2023, Hong Kong. 2023. Available at: `https://freedomhouse.org/country/hong-kong/freedom-world/2023`.
- Cheung, Fernando. 2020. "Why did Hong Kong delay its election by a year?" New York Times. `https://www.nytimes.com/2020/08/02/opinion/hong-kong-election-china.html`.

  ☞ As a Mason student, you have a free subscription to NYT and Financial Times. Refer to this link (`https://www2.gmu.edu/news/316741`) to activate it.

- Parkin, B. (2023). Deepfakes for $24 a month: how AI is disrupting Bangladesh's election. Financial Times. December 14, 2023. Available at: `https://on.ft.com/470g2PQ`.
- Yuen, S. and Cheng, E. W. (2017). Neither repression nor concession? a regime's attrition against mass protests. *Political Studies*, 65(3):611–630. (not required but recommended)

3. Security and Conflict in Globalizing Asia

2/8, 13. North Korea: who are they and what do they do?

- Byman, D. and Lind, J. (2010). Pyongyang's survival strategy: tools of authoritarian control in North Korea. *International Security*, 35(1):44–74.
- Chang, Y., Haggard, S., and Noland, M. (2009). Exit Polls: Refugee Assessments of North Korea's Transition. *Journal of Comparative Economics*, 37:144–150.
- Dukalskis, A. and Joo, H.-M. (2021). Everyday Authoritarianism in North Korea. *Europe-Asia Studies*, 73(2):364–386.
- Mahdavi, P. and Ishiyama, J. (2020). Dynamics of the inner elite in dictatorships: Evidence from North Korea. *Comparative Politics*, 52(2):221–249.
- Curran, N. M. and Gibson, J. (2020). Conflict and responsibility: Content analysis of American news media organizations' framing of North Korea. *Media, War & Conflict*, 13(3):352–371. (not required but recommended)
- Crespo Cuaresma, J., Danylo, O., Fritz, S., Hofer, M., Kharas, H., and Laso Bayas, J. C. (2020). What do we know about poverty in North Korea? *Palgrave Communications*, 6(1):1–8. (not required but recommended)
- Lee, J.-W. and Gray, K. (2017). Cause for optimism? Financial sanctions and the rise of the Sino-North Korean border economy. *Review of International Political Economy*, 24(3):424–453. (not required but recommended)
- Gray, K. and Lee, J.-W. (2023). North Korean Corporate Governance Reform and the State-Market Nexus. *Pacific Focus*, 38(1):127–153. (not required but recommended)
- Kim, Y. H., Kang, H.-G., and Lee, J. K. (2018). Can big data forecast north korean military aggression? *Defence and Peace Economics*, 29(6):666–683. (not required but recommended)

2/15, 20. Territorial Disputes: bad neighbors

- De Castro, R. C. (2020). The Limits of Intergovernmentalism: The Philippines' Changing Strategy in the South China Sea Dispute and Its Impact on the Association of Southeast Asian Nations (ASEAN). *Journal of Current Southeast Asian Affairs*, 39(3):335–358.
- Zhao, S. (2020). East Asian Disorder: China and the South China Sea Disputes. *Asian Survey*, 60(3):490–509.
- Wiegand, K. E. and Beuck, E. (2020). Strategic Selection: Philippine Arbitration in the South China Sea Dispute. *Asian Security*, 16(2):141–156.
- Kobayashi, T. and Katagiri, A. (2018). The "Rally'round the Flag" Effect in Territorial Disputes: Experimental Evidence from Japan–China Relations. *Journal of East Asian Studies*, 18(3):299–319.
- Wallace, J. (2023). Good to Know: The U.S. commitment to Taiwan. Good Authority. January 10, 2023. Available: https://goodauthority.org/news/good-to-know-the-us-commitment-to-taiwan/. (Checking out other pieces linked in the text is recommended)
- Yen, W.-T. (2024). Taiwan's 2024 elections were not just about China. Good Authority. January 31, 2024. https://goodauthority.org/news/taiwans-2024-elections-were-not-just-about-china/.
- Clover, C. and Peel, M. (2016). Philippines' Rodrigo Duterte announces seperation from US. Financial Times. October 20, 2016. Available at: https://www.ft.com/content/f12d3f18-969c-11e6-a1dc-bdf38d484582. (not required but recommended)

4. Economic Globalization in Asia

2/22, 27. Development: How was Asia (not) different?

- Rodrik, D. (2009). *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton University Press, Princeton, NJ. Select chapters (Blackboard).
- Kohli, A. (2009). Nationalist vs. dependent capital development. *Studies of Comparative International Development*, 44:385–410.
- Haggard, S. (2004). Institutions and Growth in East Asia. *Studies in Comparative International Development*, 38(4):53–81.
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2/29. China's Century? 'Belt and Road' & Economic Hegemony

- Gong, X. (2019). The Belt & Road Initiative and China's influence in Southeast Asia. *The Pacific Review*, 32(4):635–665.
- Jones, L. (2020). China's belt and road initiative is a mess, not a master plan. Foreign Policy. October 9, 2020. Available at: https://foreignpolicy.com/2020/10/09/china-belt-and-road-initiative-mess-not-master-plan/. Also in Blackboard.

- Leahy, J., Kynge, J., and Parkin, B. (2023). Ten years of China's Belt and Road: what has $1tn achieved? Financial Times. OCtober 22, 2023. Available at: `https://on.ft.com/4914xdj`.

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- Ni, V. (2022). China funnels its overseas aid money into political leaders' home provinces. Guardian. May 29, 2022. Available at: `https://www.theguardian.com/world/2022/may/29/china-funnels-overseas-aid-money-political-leaders-home-provinces`.

- Dahir., A. L. (2022). 'Jewel in the Crown of Corruption': The Troubles of Kenya's China-Funded Train. New York Times. August 7, 2022. `https://www.nytimes.com/2022/08/07/world/africa/kenya-election-train.html?smid=tw-nytimes&smtyp=cur`.

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3/5, 7. Spring Break, no class. 🏷

5. Society

3/12. Asian Hate and Covid-19

- Gries, P. and Turcsányi, R. (2021). Chinese Pride and European Prejudice: How Growing Resentment of China Cools Feelings toward Chinese in Europe. *Asian Survey*, Forthcoming. Doi: `https://doi-org.mutex.gmu.edu/10.1525/as.2021.1397345`.

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- Carr, J., Clifton-Sprigg, J., James, J., and Vujić, S. (2022). Hate in the time of covid-19: Racial crimes against east asians. IZA Discussion Paper 15718. Available at: `https://docs.iza.org/dp15718.pdf`. (not required but recommended)

- Huang, J. T., Krupenkin, M., Rothschild, D., and Lee Cunningham, J. (2023). The cost of anti-Asian racism during the COVID-19 pandemic. *Nature Human Behaviour*, 7:682–695. (not required but recommended)

- Fan, Y., Pan, J., Shao, Z., and Xu, Y. (2020). How Discrimination Increases Chinese Overseas Students' Support for Authoritarian Rule. Working Paper. Available at: `https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3637710`. (not required but recommended)

3/14. Immigration / Ethnicity

- Lee, Y. (2011). Overview of Trends and Policies on International Migration to East Asia: Comparing Japan, Taiwan, and South Korea. *Asian and Pacific Migration Journal*, 20(2):117–131.

- Facchini, G., Nakata, H., and Margalit, Y. (2016). Countering public opposition to immigration. IZA Discussion Paper. 10420. `http://ftp.iza.org/dp10420.pdf`.

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- Sung, M. (2019). Balloon warriors for north korean human rights activism: a critique of north korean defector-activists' post-humanitarianism. *Critical Asian Studies*, 51(3):355–367. (not required but recommended)
- Chung, C., Kim, K., and Piper, N. (2016). Marriage migration in Southeast and East Asia revisited through a migration-development nexus lens. *Critical Asian Studies*, 48(4):463–472. (not required but recommended).
- Hur, A. (2018). Adapting to Democracy: Identity and the Political Development of North Korean Defectors. *Journal of East Asian Studies*, 18(1):97–115. (not required but recommended).
- Barany, Z. (2019). The Rohingya Predicament. Why Myanmar's Army Gets Away with Ethnic Cleansing. Istituto Affari Internazionali Papers 19. Available at: https://www.iai.it/sites/default/files/iaip1907.pdf. (not required but recommended).
- Peng, I. (2016). Testing the Limits of Welfare State Changes: The Slow-moving Immigration Policy Reform in Japan. *Social Policy & Administration*, 50(2):278–295. (not required but recommended).

3/19, 21, 26. Human Rights, Transnational Crimes & Transitional Justice

- Kim, E., Yun, M., Park, M., and Williams, H. (2009). Cross-border North Korean women trafficking and victimization between North Korea and China. *International Journal of Law, Crime, and Justice*, 37:154–169.
- Salisbury, D. (2021). Spies, Diplomats and Deceit: Exploring the persistent role of diplomatic missions in North Korea's WMD proliferation and arms trafficking networks. *Asian Security*, Forthcoming. Doi: https://doi.org/10.1080/14799855.2021.1942848.
- Cheesman, N. (2017). How in Myanmar "National Races" came to surpass citizenship and exclude Rohingya. *Journal of Contemporary Asia*, 47(3):461–483.
- Smith, N. M. (2018). Fights on the right: Social citizenship, ethnicity, and postwar cohorts of the Japanese activist right. *Social Science Japan Journal*, 21(2):235–257.
- Hendrix, C. and Noland, M. (2021). Economic Diplomacy and Genocide in Xinjiang. AsiaPacific Issues 150. East-West Center. Available at: https://www.eastwestcenter.org/system/tdf/private/api_150_hendrix_noland.pdf?file=1&type=node&id=41371., Honolulu, HI.
- Wahyuningroem, S. L. (2022). Breaking the Promise: Transitional Justice between Tactical Concession and Legacies of Authoritarian Regime in Indonesia. *International Journal of Transitional Justice*, 16(3):406–421.
- Kochanski, A. (2021). Framing, truth-telling, and the limits of local transitional justice. *Review of International Studies*, 47(4):468–488. (not required but recommended).
- Kinney, D. (2012). Rediscovering a massacre: The filmic legacy of Iris Chang's The Rape of Nanking. *Continuum*, 26(1):11–23 (not required but recommended).
- Henry, N. (2013). Memory of an injustice: The "comfort women" and the legacy of the Tokyo Trial. *Asian Studies Review*, 37(3):362–380 (not required but recommended).
- Choon, C. M. (2023). Thousands of South Koreans rally against 'humiliating' govt plan to resolve forced labour row with Japan. The Straits Times. https://www.straitstimes.com/asia/east-asia/thousands-of-s-koreans-rally-against-govt-s-humiliating-plan-to-resolve-forced-labour-row-with-japan (not required but recommended).

3/28. The environment in Asia

- South China Morning Post. 2019. "Indonesia sends 547 shipping containers of trash back to wealthy Western countries" ▶
- Xu, G., Xu, W., and Gui, B. (2019). Administrative Reform and Environmental Protection: The Case of China. *Journal of East Asian Studies*, 19(1):39–59.
- Zaidi, S. A. H., Zafar, M. W., Shahbaz, M., and Hou, F. (2019). Dynamic linkages between globalization, financial development and carbon emissions: Evidence from Asia Pacific Economic Cooperation countries. *Journal of Cleaner Production*, 228:533–543.
- Most Polluted Cities in the World (just take a look).
- Bikkina, S., Andersson, A., Kirillova, E. N., Holmstrand, H., Tiwari, S., Srivastava, A. K., Bisht, D. S., and Gustafsson, Ö. (2019). Air quality in megacity Delhi affected by countryside biomass burning. *Nature Sustainability*, 2(3):200–205.

4/2, 9. Deglobalization and New Order in Asia?

- 4/9 is the last day where presentations are possible.
- Kang, D. C. (2022). Still getting asia wrong: No "contain china" coalition exists. *The Washington Quarterly*, 45(4):79–98.
- Ma, X. and Kang, D. C. (2023). Why Vietnam is not Balancing China: Vietnamese Security Priorities and the Dynamics in Sino-Vietnam Relations. *Journal of East Asian Studies*, Forthcoming. DOI: 10.1017/jea.2023.16.
- More readings TBA.

4/4. Conference Participation. ✈ No Class.

4/11, 16, 18, 23. Consult me on your final paper. 1-on-1 sessions.

- Sign-up sheet will be made available in the week before. 30-min max. Entirely optional.
- Online or in-person.
- By this point, you should have something quite close to a rough first draft. The more you're ready, the more productive the consultation.

4/25. Wrap-up

- A reserve date for missing presentations
- Course evaluation
- Our last meeting.

4/29. Paper Due, 10:30 AM

- Submission through Blackboard. Do not email the paper.
- The last day of the semester for the University.

5/7. Final Exam Due (10:30 AM)

- The University determines the exam schedule.
- The exam will be made available in Blackboard 24 hours in advance (10:30 AM, 5/6)
- There will be a separate instruction document for the final as we get closer to the end of the semester.

Online Data Resources

Rarely do I see, while teaching this class, a quantitatively oriented research project. That's fine and understandable (because few people are asked to take a quantitative method class in GLOA). More often than not, though, people are just scared of using even a tiny bit of numerical data because of the inconvenience of learning statistical packages (or 'programs' such as R, Stata, or Matlab).

This is a shame because using some data could easily enrich the depth of your otherwise qualitative case study. Often it helps you contextualize the importance of your topic on a broader scope.

Luckily, modern social science data sets tend to offer various online tools available. You don't need to learn any statistics (though that'd be awesome) to retrieve some data relevant to your topic. Even better, you can generate cool-looking graphs simply using some drop-down menus. I suggest that you at least play with these data sets.

- World Development Indicator (WDI): https://data.worldbank.org/.
  - any development-related indicators (not only economic and financial, but also social, public health, and gender-related variables) for almost all countries in the world over many years
- World Value Survey (WVS): https://www.worldvaluessurvey.org/WVSOnline.jsp.
  - individual-level survey data on various topics (social, cultural, political, and economic) covering multiple (but not very often) years for many countries
- Variety of Democracy Project (Vdem): https://www.v-dem.net/graphing/graphing-tools/.
  - political (particularly very detailed democracy-related ones) and social (e.g., corruption) data for almost all countries in the world for a very extensive period of time