

# GLOBALIZATION IN ASIA

GLOA Capstone & [Mason IMPACT+](#)




GLOA 400-002, Fall 2022. TR 10:30–11:45AM. Classroom: Innovation Hall 137  
Global Affairs Program, George Mason University

*Last Revised: September 19, 2022*

Direct jump to [Reading](#) and [Course Requirement](#)

## INSTRUCTOR

**Dr. Byunghwan Son**

- Contact:  [bson3\(at\)gmu.edu](mailto:bson3(at)gmu.edu)  [Google Scholar](#)  [GLOA faculty page](#)
- Office: Horizon Hall 6235
- Office Hours: TR 1:30–3:00
  - There should be the University safety guideline regarding students' visits to faculty offices (or more generally guidelines about any in-person meetings). We will strictly adhere to that.
  - Zoom-in during this time is also available ([link](#)). Drop me an email at least 2 hours in advance before Zooming in. But emails are **strongly** preferred to Zoom.
  - I will also make myself available for a bit *before* and *after* the class. I strongly encourage you to 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**. This is a very strict GMU rule—which is also based on a federal law. But most importantly, this is a smart thing to do. Emails from a non-Mason account, even when looking 'innocent,' won't be answered (though I try to reply back saying 'send it again using your Mason account'). 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?

### Course Description

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.

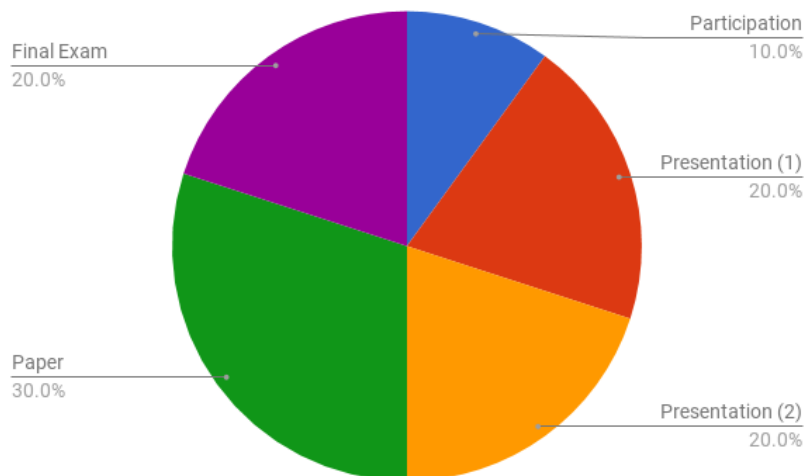
- *GLOA Research Week*
  - At the end of the semester. The exact date will be announced later but it usually is the first week of December. Both online and in-person available. This is your **default option** and no extra steps (i.e., application) are required. Presenting here in and by itself fulfills the IMPACT+ requirement. There usually is a cash reward for a select group of presenters.
- *CHSS Undergraduate Research Symposium*
  - This takes place in late Spring (April, usually). A project done in a Fall class can be presented and count 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 own 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](#).

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:



### 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.
- the evaluation on 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. In general, the more, the better.
- engaging in your classmates' presentation (i.e., asking questions) is a great way of participation. To be clear, your presentation itself is not participation, meaning that you need to engage others' presentations.

### Current Event Presentation (20% $\times$ 2 = 40%)

- The presentation is the very core (actually the most important) 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.’
- The presentation can be either individual or collaborative (up to three members). Regardless, all presentations will be subject to same standards in terms of evaluation.
- You are asked to give **two** presentations in this course on current events relevant to globalization in Asia. Starting from 9/8 (and ending on 11/8), in each meeting there will be some people presenting. On the day of our first meeting, there will be a sign-up sheet made available online.
- ‘Current event’ is defined as any political, economic, or social event that happened in 2020, 2021, or 2022 where at least one of the Asian countries (and/or individuals) played a major role. An event that started before 2020, as long as there was a major development in the event in or after 2020, may also count.
- 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 (e.g., Reddit) might not qualify. If there was 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 ‘accusations.’ As a general rule, empirically unverifiable subjects cannot be studied scientifically and thus, are not cool.
  - **at least some components of the story crosses borders.** 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 will also qualify.
- Your presentations are expected to 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 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 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 🍷
- North Korean Nuclear Crisis	- How/whether the May 2022 NK missile launch was different from previous ones
- territorial disputes in South China Sea	- the implications of the new security post in the Spratly Islands on the ASEAN
- Rohingya refugee crisis	- UN actions on (or the lack thereof) the Rohingya genocide
- China’s Covid-19 policies	- How did the containment of Shanghai happen in 2022?
- US and China trade war	- the consequences of the US tariffs on Chinese steel imports in 2021

- You are expected to present two separate events. They may or may not be about 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.

- 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 deserve our attention
  2. the background  $\Leftarrow$  *minimize*
  3. who the major actors are
  4. why it is a case of globalization.
- 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.

### **Current Event Paper (30%), Due 10:30AM, 12/1**

You are asked to choose one of the current events you presented 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 current event of your interest. *Even if you did a collaborative presentation, your paper should be your own.* For example, a three-people team project entails three 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 event. 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. Instead follow 'author-year' citation. Some useful examples are [here](#).
6. The paper is due 10:30AM, 12/1 (to be submitted via Blackboard).


### **Final Exam (20%): due at 10:30AM, 12/13**

- The final exam consists of two essays.
- One essay will broadly reflect one of the general topics, particularly **the required readings**, we covered in the course. 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, 12/12).
- The deadline is 10:30 AM, 12/13. 24 hours are given *not* because you're expected to spend all that time, but because I want to give you some flexibility (e.g, exams of other courses on the same day). You will actually need about two hours to complete the exam. 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

## Safety

### Masking policy

Please see the [official policy](#) of masking. Regardless, I will mask up  inside and hope you do too. We follow [GMU safety policies](#). Everyone has to be vaccinated (with exceptions identified by the University). Many of us live with family members who are immune-compromised or not eligible to be vaccinated. So let's do what's good for everybody.

### Contingency Plan

Recent [reports](#) have indicated that breakthrough infections are not entirely remote possibilities even when all the cautionary measures are applied (of course, when not careful, its much, much worse). We as a small community will do everything we can to minimize this possibility; but we still need a backup plan to keep the show running while protecting ourselves.

- If **you** need to be quarantined for any reason (see the Mason recommendation for quarantine period [here](#)), you don't need to worry about coming to class. Just drop me an email indicating that you are currently in quarantine.
- If **I** need to be quarantined for any reason, there won't be any in-person meeting until I am back. I will notify it via email and Blackboard immediately. If I am not too ill, we will have a *synchronous* online class meeting via Zoom temporarily. The class time will remain the same. If I am too ill to run a real-time meeting, the class turns *asynchronous* temporarily. Pre-made lecture videos will be deployed in Blackboard. Presenters may be allowed to choose to give the presentation on a different date or post a presentation video on Blackboard (a temporary link will be made available).

I hope none of these ever happen because 400 is best run in an in-person setting; but I have two little children going back to their school and you all have your own lives involving many different people, so I cannot say it is entirely improbable. It is simply what it is—we have a plan for the worst but we'll do our best to avoid it. It is of course imperative that we stay honest to each other on health issues the whole time for this to work.

## 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 a **pdf** file. This is the safest form that very rarely crashes.
- There is no preference for citation style, but do follow one of the commonly used styles (such as [APA](#) or [Chicago](#)) consistently. In any case, [author-year] format (also known as in-text style) is strongly preferred to footnotes when it comes to citations.
  - Why do we care about formatting (and perhaps proof-reading)? Because it has real-life consequences. [Research](#) has shown that people read a lot from basic mistakes in easy-to-correct things.
- **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](http://www.gmu.edu/student/drc)) to determine the accommodations you need; and 2) Talk with me to plan your accommodation needs. Covid-19 Disability Service Update: <https://ds.gmu.edu/response-to-covid-19/>.

## Academic Integrity

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honors committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. When you use 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 this course and will be reported to the proper university authorities for further disciplinary action. Note that all assignments and exams you turn in are subject to automatic plagiarism check built in Blackboard.

## 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 credits particularly towards the end of the semester to 'bump up' the grade.

## Rubric (or lack there of)

There's is no hard rubric for the written assignments as well as presentation as there could be many different ways to do a good work. But here's 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:	[30.0-29.0]	[28.9-26.0]	[25.9-22.0]	[21.9-15.0]
Presentation / Final Exam:	[20.0-19.0]	[18.9-17.0]	[16.9-13.0]	[12.9-10.0]
extraordinarily insightful analysis (“ <i>you made me cry</i> ”)	✓			
direct answer with relevant points (“ <i>there’s no major shortcoming</i> ”)	✓	✓		
proper format w/ reasonable clarity (“ <i>You are trying to make a point and I am confident that I understand it</i> ”)	✓	✓	✓	
meeting minimal requirements (“ <i>it talks about a relevant topic and is submitted on time</i> ”)	✓	✓	✓	✓

## 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.

## ‘Life Happened’

In this challenging time, we can all use some compassion although we always strive for academic rigor and excellence. During the pandemic, it is understood that people can be in an unexpected situation, mentally or physically. You are allowed to use **one** ‘life happened’ chance. What it does is to extend the deadline (or presentation date) by two weeks. **No question will be asked.** Just drop an one-sentence email that specifies 1) you are using this and 2) for what assignment. This applies to any of the two presentations and the final paper (but not the final essay which cannot be delayed). This does **not** mean that you cannot call in sick and ask for an extension. You can do that when you need it. Medical emergency is considered seriously just as it is in any other class. In fact, **never** come to class if you feel sick during this pandemic. ‘Life Happened’ is just a stress-free, versatile, and extra card that you can use in case you need an extension without bothering talking about




why. It cannot be used retroactively (i.e., once the deadline of the assignment passes, you cannot use it).

## Medical Excuses


- You can call in sick and ask for an extension regardless of using ‘Life Happened.’
- In fact, **never** come to class if you have symptoms of Covid-19. Just let me know in advance and we can reschedule the deadlines.
- 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

- \* 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.** Check frequently on Blackboard for changes.
- \* 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 ‘Course Contents’ tab).
- \* We are mostly likely to lag a bit behind the reading schedule. When we’re late, the whole schedule gets pushed back, accordingly.

### 1. The Ground Work

#### 8/23, Introduction (1)

- Course Introduction.
- So you think you know Asia? Quiz (*not graded*)
- History of Asia, a short-summary .

#### 8/25, Introduction (2): 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).
- 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).

## 8/30. Perspectives: Orientalism and its Critiques

- What is globalization? A review: Steger, M. (2013). *Globalization: A Very Short Introduction*. Oxford University Press, New York, NY. Chapters 1 & 2 (Blackboard).
- Said, E. W. (1978). *Orientalism*. New York: Random House. Ch. 1. (Blackboard).
- Avenell, S. (2014). What is Asia for us and can we be Asians? the New Asianism in contemporary Japan. *Modern Asian Studies*, 48(6):1594–1636.

## 2. Politics

### 9/1, 6. Autocratization and Populism in Asia

- 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.
- 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)

### 9/8, 13. Globalization and Political Freedom (in China)

- 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 2022, Hong Kong. 2022. Available at: <https://freedomhouse.org/country/hong-kong/freedom-world/2022>.
  - 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.
- 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)

9/15: *No Class, Conference Participation (Montreal)* ✈

### 3. Security and Conflict

9/20, 22. **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.
- 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>. (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)

9/27, 29. **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.
- Clover, C. and Peel, M. (2016). Philippines' Rodrigo Duterte announces separation from US. *Financial Times*. October 20, 2016. Available at: <https://www.ft.com/content/f12d3f18-969c-11e6-a1dc-bdf38d484582>. (not required but recommended)

### 4. Economy

10/4, 10/6. **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.
- Hong, J. Y., Park, S., and Yang, H. (2022). In Strongman We Trust: The Political Legacy of the New Village Movement in South Korea. *American Journal of Political Science*, Forthcoming. Doi:<https://doi.org/10.1111/ajps.12716>.

**10/11. No Class. Adjustment to the Fall Break. Monday classes meet on this day.**

**10/13, 18. 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*. Oct 9, 2020. Available here: <https://rb.gy/g4vyae>. Also in Blackboard.
- McDowell, D. and Steinberg, D. A. (2017). Systemic strengths, domestic deficiencies: The renminbi's future as a reserve currency. *Journal of Contemporary China*, 26(108):801-819.
- Ni, V. (2022). China funnels its overseas aid money into political leaders' home provinces. Available at: <https://www.theguardian.com/world/2022/may/29/china-funnels-overseas-aid-money-political-leaders-home-provinces>., Guardian. May 29, 2022.
- 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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## **5. Society**

**10/20. 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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**10/25, 27. 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>.
- Yamanaka, K. (2010). Civil Society and Social Movements for Immigration Rights in Japan and South Korea: Convergence and Divergence in Unskilled Immigration Policy. *Korea Observer*, 41(4):615-647.
- 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).

### 11/1, 3, 8. Human Rights, Transnational Crimes and 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.
- Elliott, L. (2007). Transnational environmental crime in the Asia Pacific: an 'un (der) securitized' security problem? *The Pacific Review*, 20(4):499–522.
- 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.
- 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).

### 11/10. 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.

### 11/15, 17, 22, 29. Consult me on your final paper. 1-on-1 sessions.

- Sign-up sheet will be made available. Participation **entirely optional**.

### 11/24. Thanksgiving Break. No class. 🙏

### 12/1. Wrap-up

- Current Event Paper due (Blackboard)
- A reserve date for missing presentations
- Course evaluation

**12/13. Final Exam Due (10:30AM)**

- The exam schedule is determined by the University.
- The exam will be made available in Blackboard 24 hours in advance (10:30 AM, 12/12)
- There will be a separate instruction document for the final as we get closer to the end of the semester.