



# Globalization in Asia

Case Studies in Globalization (GLOA615–02)






Spring 2022. R 7:20–10:00PM. classroom: Horizon Hall 1009 

Global Affairs Program, George Mason University

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## 1. INSTRUCTOR

Dr. Byunghwan Son

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- Profile:  [GoogleScholar](#)  [GLOA](#)  [Webpage](#)
- 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 15 minutes 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. We can talk outdoors while worrying less.
- 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 610).
  - **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.

## 2. 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 the globalization experience of most of the countries in the region will be discussed, those of China, Japan, South Korea, Taiwan, and the Philippines will inevitably receive more coverage.

## 2.1. Learning Outcomes

Upon completing this course, students will be able to:

1. identify different ontological approaches to Asia (i.e., what is Asia)
2. present contemporary globalization issues in Asia
3. construct a (written) case study design focusing on globalization topics in Asia
4. offer constructive critiques of case study projects on Asia

## 3. COURSE REQUIREMENT


– Reading Summaries (four)	$5 \times 4 = 20 \%$
– Participation	20 %
– Presentations (two)	$10 \times 2 = 20 \%$
– Case Paper	30 %
– Final Essay	10 %

### 3.1. Readings (reading summaries: $5\% \times 4 = 20\%$ )

- Completing all the required readings is only a minimal requirement for a graduate seminar.
- Our discussions will be firmly anchored to the readings. I mean, we're literally discussing each of the readings. So be prepared.
- These are not 'textbooks' in a traditional sense. I don't necessarily endorse or agree with the readings we have here. And some—though only a few—of the readings can be a bit provocative, if not misleading. These readings are here to help us think about the topics. In other words, you ain't no undergrad anymore and should be able to critically (but also productively) evaluate the readings.
- Students are expected to *think* about **some**—though maybe *not all*—of the following questions while working on the required readings.
  - what is the central argument of the piece?
  - how can this piece be connected to others?
  - does the piece provide empirical evidence and if so, is it compelling?
  - what would I do if I work on the same subject?
  - what would be the practical implication(s)—or policy propositions—of this piece?
- Recommended readings are by definition *not* required. They are not the subject of reading summaries. Including them in the reading summaries does not affect the grade.

Table 1: Reading Summary Rubric

grades:	[4.9-4.5]	[4.4-4.0]	[3.9-3.5]	[3.5-0.5]
compelling & creative evaluation of readings	✓			
accurate summary of the readings (“ <i>I don’t see any problem here</i> ”)	✓	✓		
all required readings are discussed w/ reasonably clarity	✓	✓	✓	
meeting minimal requirements	✓	✓	✓	✓

- Students are expected to hand in **four**, and only four, summaries of readings.
  - starting from the week of ‘Autocratization’ and up to the week of ‘Environment,’ you can choose whichever week’s readings you want to work on.
  - the goal is to *demonstrate* that you understood and thought about the major points of the readings (though not every single detail). Repeating the jargons used in the abstract wouldn’t be a good idea. Try to use your own words.
  - the length should not exceed 800 words. There’s no minimum but a summary would typically be somewhere between 600 and 800 words.
  - while there’s no specific template for this assignment, a good summary would, you know, summarize all of the required readings of the week. It would also discuss 1) what the reasoning behind the authors’ arguments is and 2) how (some of) the readings can be related to each other (e.g., A disagrees with B ; C complements D; E expands F for XYZ reasons) in a **compelling** way.
  - each summary accounts for 5% of your course grade.
  - the summary is due **7:00 pm**, the class day (right before the class, that is). If, for example, you do a summary on the readings of the ‘Territorial Disputes’ week, it should be turned in via Blackboard by 7pm, March 3.
- there is no textbook you need to purchase.
- most of the readings are electronically available via GMU library webpage (as well as in  GoogleScholar).
  - this is part of training; I will be more than happy to help if necessary.
  - the readings you cannot access electronically will be made available on Blackboard.
  - did you know you can actually link your Mason account to GoogleScholar? This way, you don’t have to navigate the Mason library webpage (which is somewhat messy) to find the readings available to you. You can just use GoogleScholar (which is much easier) to do that. See this simple instruction: <https://library.gmu.edu/tutorials/linkingtogooglescholar>.

### 3.2. Participation (20%)

- regular attendance is required to pass this course.
- active participation in class discussions is expected of every student in this graduate seminar. As is the case in any seminar, 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.

- engaging in your fellow students' proposals and presentations (see below) would be the best way of participation.

### 3.3. Case Study (50% in total)

Along with the readings, students in this course are expected to seriously engage the empirical dimensions of the topics of their interest in Asian globalization, broadly defined.

- This course is geared toward getting students to have an essentially and ultimately empirical exercise. Therefore the topic should involve a 'public event.' An event is something that actually happened; thus, a mere *interpretation* of thoughts, arts, literature or ideas cannot be a topic.
- While a historical event is possible, students are encouraged to pick a contemporary event.
- Topics should also be about globalization, broadly defined. It should be a) public (not private); b) at least some components of the story crosses borders; c) the premise is based on (verifiable) facts. That is, a story of an individual based on rumors or fantasies wouldn't be appropriate. The verifiability in this course rests on whether the topic was covered by at least one of the major news agencies such as CNN, Reuters, BBC, NBC, AP, or AFP.
- We tend to cover current events in class too, but your case study will be much more in-depth, analytical, and concrete. Limiting the time frame and or geographical coverage would be a good strategy to find a good case study topic.
- The case study is comprised of two components: a) two presentations (10% each), and b) one paper (30%) building on one of the presentations.

#### 3.3.1. Case Presentations ( $10 \times 2 = 20\%$ )

- Each presentation is expected to be no longer than 12 minutes (8 minutes, preferably).
- Avoid simply providing generic information on an Asian country. Get directly to your primary point and offer rich empirical examples.
- Students are expected to actively and critically engage with other students evaluations'.

#### 3.3.2. Case Study Paper (30%), Due 5/5

- The paper should include the basic components delivered in the presentation, with much more elaboration and explanation.
- It follows a proper essay format: introduction; main text; and conclusion.
- Where available, the paper should also reflect the feedback provided (either by other students or the professor) on the presentation.
- A comparative perspective (cross-country or -region comparison) is welcome, but not required.
- The paper should not be longer than 4,500 words. There is no minimum required but it might be hard to write an empirical paper with rich examples shorter than 3,000-word-long.

- As always, a consistent application of a proper citation style (e.g., APA) as well as references is required.
- The paper is due 7:30 AM, 4/29 (to be submitted via Blackboard).

### 3.4. Final Essay (10%): on-line, due 7:30 PM, 5/12

- the exam date is determined by *the University*. You cannot take it earlier or later than the designated date except for a medical emergency.
- the essay will broadly reflect one of the general themes of the seminar and ask questions about our readings.
- write an essay and submit it to Blackboard (there'll be a link available).
- two questions will be given through Blackboard 36 hours in advance. Pick one.
- 36 hours are given solely for flexibility. The actual exam-taking wouldn't (and shouldn't) take more than three hours. Many of you work and/or have other important commitments. So what you are asked is to carve out several hours to take this exam.
  - Please understand that this is not a traditional 'take-home essay' which would take up an extensive amount of time to complete. It is a regular essay-type final exam that is allowed to be taken during this 36-hour window at a place convenient to you.
- see the University [policy](#) on final exams.
- all that said, if you've completed the readings and followed the class discussions, you should be set. *No extra effort would be needed.*
- more details will be provided when we get closer to the end of the semester.

### 3.5. '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 by **two weeks**.
- No question will be asked. Just drop an *one-sentence email* that specifies
  - you are using this option
  - for what assignment.
- This applies to any assignment but the final essay. 'Life Happened' is a stress-free, versatile, and extra card that you can use in case you need an extension. It cannot be used **retroactively** (i.e., once the deadline of the assignment passes, you cannot use it).

### 3.6. 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 feel sick during this pandemic. Just let me know in advance and we can reschedule the deadlines.
- This also applies to the occasion where you need to be quarantined (whether you're ill or not) on the date of your presentation.

- In other words, there will be no real-time Zoom-in to the class unless the instructor needs to be quarantined.

## 4. COURSE POLICY

### 4.1. Safety

#### 4.1.1. Masking policy

As of August 2021, it is the [official policy](#) of George Mason University that everyone wears masks indoors, vaccinated or not. 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) and participate in the Daily Health Check. In addition, masking is mandatory (in an email, August 24, 2021, Provost Ginsberg asked us to articulate in the syllabus, “students who choose not to abide by these expectations will be referred to the Office of Student Conduct for failure to comply”). Many of us live with family members who are immune-compromised or not eligible to be vaccinated. Vaccinated people can still carry the virus and spread it to these other people. We all have to do our best for preventing such a thing from happening and this class is no exception. I have two children not old enough to be vaccinated and will mask up. Yes, it will be immensely inconvenient. It won’t feel normal. Because it isn’t. We have to stop pretending that normalcy has been restored and accept that we are still in a crisis. We need to fight back together as a community by choosing safety over inconvenience (or a weird definition of ‘freedom’).

#### 4.1.2. 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 you think you are okay enough to be part of the class, I will let you Zoom in the class. Your learning experience wouldn’t be as great as an in-person class, but better than skipping the class entirely. If you’re too ill, we will work out together on what we can do after you’re back. This would be adjusted to various circumstances. Simply put, if things happen, **don’t** come to class and just drop me an email.
- 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.

## 4.2. 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. A repeated, consistent, and egregious violation of citation styles will lead to reductions in grade.
  - 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.

## 4.3. 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/>.

## 4.4. 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.

## 4.5. 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-.

## 4.6. 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.

## 4.7. 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> )	✓	✓	✓	✓

## 4.8. 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.

#### 4.9. '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).

## 5. READING SCHEDULE

- \* Unless familiar with quantitative methods, you will find some of the readings quite 'math-heavy.' 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).

## 1/27. Introduction

- Course Introduction.
- So you think you know Asia? Quiz (*not graded*)
- History of Asia, a short-summary .
- What is globalization? A review: Steger, M. (2013). *Globalization: A Very Short Introduction*. Oxford University Press, New York, NY. Chapters 1 & 2 (Blackboard).

## 2/3. Perspectives (Orientalism and its Critiques) and Research Methods

- Said, E. W. (1978). *Orientalism*. New York: Random House. Select chapters (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.
- King, G., Keohane, R. O., and Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press, Princeton, Ch. 1.

## 2/10. 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.

## 2/17. 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://rb.gy/epa1da>.
- 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 Country Report, Hong Kong. 2020. Available at: <https://rb.gy/7o1qg2>.
- Cheung, Fernando. 2020. "Why did Hong Kong delay its election by a year?" New York Times. (*not required but recommended*)

☞ 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.<https://rb.gy/bji14q>.

- Yuen, S. and Cheng, E. W. (2017). Neither repression nor concession? a regime's attrition against mass protests. *Political Studies*, 65(3):611–630.

## 2/24. 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.
- 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.
- 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>.

## 3/3. 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: [shorturl.at/cvMX9](https://shorturl.at/cvMX9). (not required but recommended)

## 3/10. Development: How was Asia (not) different?

- Broadberry, S. and Gupta, B. (2006). The early modern great divergence: wages, prices and economic development in Europe and Asia, 1500–1800. *Economic History Review*, 59(1):2–31.
- Wong, J. (2004). The adaptive developmental state in East Asia. *Journal of East Asian Studies*, 4(3):345–362.
- 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.
- Kwon, K. (2007). Economic development in East Asia and a critique of the post-Confucian thesis. *Theory and Society*, 36(1):55–83.

### 3/17. Spring Recess. No Class 🍷

### 3/24. 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.
- Kaya, A. and Woo, B. (2021). China and the Asian Infrastructure Investment Bank (AIIB): Chinese Influence Over Membership Shares? *Review of International Organization*, Forthcoming. Doi: <https://doi.org/10.1007/s11558-021-09441-1>.
- 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.
- Hurley, J., Morris, S., and Portelance, G. (2019). Examining the debt implications of the Belt and Road Initiative from a policy perspective. *Journal of Infrastructure, Policy and Development*, 3(1):139-175. (not required but recommended)

### 3/31. Asian Hate Around the World 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>.
- Ho, J. (2021). Anti-Asian racism, Black Lives Matter, and COVID-19. *Japan Forum*, 33(1):148-159.
- Reny, T. T. and Barreto, M. A. (2020). Xenophobia in the time of pandemic: othering, anti-asian attitudes, and covid-19. *Politics, Groups, and Identities*, Forthcoming. Doi: <https://doi.org/10.1080/21565503.2020.1769693>.
- 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](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3637710). (not required but recommended)

### 4/7. Conference Participation. No Class ✈️

### 4/14. 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>.
- 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.

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#### 4/21. Human Rights, Transnational Crimes and Transitional Justice

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#### 4/28. Environment and Globalization in Asia

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## 5/6. Wrap-up

- course wrap-up
- Course evaluation (online)
- **Paper due**
- a reserve day for any ‘missing’ presentation

## 12/14. Final Exam (10:30AM)

- The exam schedule is determined by the University.
- The exam will be made available in Blackboard 48 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.