

Globalization in Asia

CASE STUDIES IN GLOBALIZATION

GLOA 615, Spring 2020

W 4:30 – 7:00 PM (Research Hall 201, [map](#))

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(a preliminary version, subject to change: check back to the Blackboard frequently)

INSTRUCTOR

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Office Hours: T 12:30-3:00pm / W 3:30-4:15pm (or by appointment).

COURSE DESCRIPTION

GLOA 615 empirically contextualizes the theoretical discussions of GLOA 600 and GLOA 610 by focusing on a specific theme or global region. Students have a chance to make a deep dive into the empirical aspect of globalization, carrying out a well-focused empirical analysis. In Spring 2020, the theme is Asia.

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 identify what these challenges are in general and discuss 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, the discussion will revolve mostly around China, Japan, South Korea, and Taiwan.

[Learning outcomes to be added.]

COURSE REQUIREMENT

Reading Sum	20 %
Participation	20 %
Proposal	5 %
Presentation	15 %
Case Paper	30 %
Final	10 %

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.
- Students are expected to think about following questions while working on the 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?
- Students are expected to hand in four, and only four, summaries of readings.
 - you can choose whichever week's readings you want to work on.
 - the summary should summarize all the required readings of the week.
 - the length should not exceed 600 words.
 - you might want to touch upon at least *some*—but not necessarily all—of the questions mentioned above.
 - a good summary 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).
 - your summary should also contain:
 - * date turned in and your full name
 - * word count
 - * title
 - * page number
 - * class title
 - * G#
 - each summary accounts for 5% of your course grade.
 - each summary is due the beginning of the class (submission via Blackboard).
- there is no textbook you need to purchase. Instead, the reading list for each week is specified below.
- most of them are electronically available via GMU library webpage.
 - 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.

Participation (20%)

- regular attendance is required to pass this course.
- active participation in class discussion 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.

Case Study (50% in total)

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

- This is essentially an empirical exercise and therefore the topic should involve an '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 three components: a) proposal (5%), b) presentation (15%), and c) paper (30%). Students are expected to work on one case all along.

Topic Proposal (5%), throughout the semester

- This is a simple show-case of your topic.
- But it is also an opportunity to get feedback about your topic and how you'd proceed on your case study. The more suggestions from your colleagues, the better.
- Prepare a short (five-minute max) *verbal* presentation that details 1) what topic you will work on; 2) why it's important; and 3) the empirical strategy that you will utilize.
- A short example: "I will work on how English came around as a dominant foreign language in Vietnam. In a communist regime that was very much closed against the West until the 1980s (not to mention the Vietnamese War), it is rather surprising that English enjoys such a prominence. To delineate the process, I will use a process tracing drawing on academic sources such as books and articles."
- One or two proposal presentation will take place in each of the classes between 2/12 and 3/25.

Case Presentation (15%), in April

- This is a presentation of the result of your case study.
- Prepare a 7-minute presentation.
- If your proposal presentation was given before the Spring Break, your case presentation has to be on 4/8.

Case Study Paper (30%), Due 5/5

The paper should include:

- All the basic components delivered in the presentation, with much more elaboration.
- 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 4,000 words. There is no minimum required.
- As always, a proper citation style (e.g., APA) as well as references is required.
- The paper is due 10:00 AM, 5/5 (to be submitted via Blackboard).

Final Essay (10%): take-home, due 4:30 PM, 4/29

- The final essay will broadly reflect one of the general topics we covered in the course. You will be given two questions and asked to choose one.
- Questions will be posted in blackboard in advance (4:30 PM, 4/27). 48 hours are given not because it would take that much time to answer the essay question; instead, it is to accommodate different circumstances that people have (e.g., jobs, travels, family commitments, religious holidays, or other classes). Unless there is an official arrangement (through the Office of Disability Service) at the beginning of the semester, there shall be no exception for this deadline.
- The submission should be made via Blackboard. In case of a technical problem, you can bring in a paper copy of your answer. Even then, you still have to submit an electronic version of it to Blackboard afterwards.
- More details will be provided when we get closer to the end of the semester.

COURSE POLICY

Assignment Submission

All assignments are expected to be submitted electronically in Blackboard ('Assignment Submission' tab. IMPORTANT: Technical difficulties are not rare. Try to submit it early.). **Be sure to make it a pdf file** (note that this part is different from the GLOA MA Student Guide). Other than that, unless specified otherwise here, strictly adhere to the GLOA MA Student Guide for format of your written assignments.

Co-working Policy

Publication is one of the most frequently cited indicators of scholarly excellence and therefore an integral part of any graduate education. As a graduate student, getting your work published in a journal, be it professional or academic, is challenging for a variety of reasons. Many students therefore opt for co-working on a manuscript with professors. Co-working policies may vary among professors, mine is simple; 1) the one who initiates (**either a student(s) or myself**) is responsible for providing reasonable evidence that the project is doable and appealing to the target audience and 2) the one who contributed most to the completion of the projects gets the first authorship.

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; and 2) Talk with me to plan your accommodation needs.

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. 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 this course and will be reported to the proper university authorities for further disciplinary action.

Grading Scale

>= 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	<= 59.99	F

There will be no 'I' (incomplete) in this course.

Please note here that there is no 'round up' of scores at the end of the semester. 92.99999, for example, is 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.

READING SCHEDULE

- * These readings are **not** 'textbooks.' They are more of tools to guide your interests into substantive topics than of medium of knowledge. They are, therefore, scattered around a number of very diverse topics. Use these readings (particularly their references) for finding some groundwork for your own case study.
- * Unless familiar with quantitative social science methodologies, you will find some of the readings too '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 'recommended', all the listed readings are required readings.

1/22. Introduction

- Some 101 discussions on globalization: Steger, M. (2013). *Globalization: A Very Short Introduction*. Oxford University Press, New York, NY. Chapters 1 & 2 (Blackboard).
- Do you think you know Asia? Quiz (*not graded*)
- Review of case study methods: George, A. L. and Bennett, A. (2006). *Case Studies and Theory Development in the Social Sciences*. MIT Press, Cambridge Chapters (Blackboard).

1/29. Perspectives: Orientalism and its Critiques

- Said, E. W. (1978). *Orientalism*. New York: Random House. Chapters (Blackboard).

- Hung, H.-f. (2003). Orientalist Knowledge and Social Theories: China and the European Conceptions of East-West Differences from 1600 to 1900. *Sociological Theory*, 21(3):254–280.
- Hill, M. (2000). 'Asian values' as reverse Orientalism: Singapore. *Asia Pacific Viewpoint*, 41(2):177–190.
- 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.
- Acharya, A. (2010). The idea of Asia. *Asia Policy*, 9(1):32–39.
- Holcombe, C. (2011). *A History of East Asia: From the Origins of Civilization to the Twenty-First Century*. New York: Cambridge University Press. Chapters (Blackboard, **Recommended**).

2/5. Oppression and Freedom

- 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/experiment_0.pdf.
- Yang, Y. (2019). Can Taiwan control China's keyboard warriors? *Financial Times*. Available here: <https://www.ft.com/content/f806806e-de66-11e9-9743-db5a370481bc>.
- BBC. (2019). Hong Kong's year in seven intense emotions. Available at: <https://www.bbc.com/news/world-asia-china-50832918>.
- Cheung, C.-k., Ma, S. K., and Chan, C. K.-c. (2019). Linking participation in occupying protest, civic engagement, and approval of government among college students in Hong Kong. *Social Science Journal*, Forthcoming, Doi: <https://doi.org/10.1016/j.sosci.2019.03.006>.
- Chang, Y., Haggard, S., and Noland, M. (2009). Exit Polls: Refugee Assessments of North Korea's Transition. *Journal of Comparative Economics*, 37:144–150.

2/12. Democratic Consolidation and Populism

- Slater, D. and Wong, J. (2013). The Strength to Concede: Ruling Parties and Democratization in Developmental Asia. *Perspectives on Politics*, 11(3):717–733.
- Freedom House Country Report 2018. The Philippines. <https://freedomhouse.org/report/freedom-world/2018/philippines>.
- 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.
- Kim, S. (2017). Pragmatic Confucian Democracy: Rethinking the Value of Democracy in East Asia. *Journal of Democracy*, 79(1):237–249.
- Morgenbesser, L. and Pepinsky, T. B. (2019). Elections as causes of democratization: Southeast Asia in comparative perspective. *Comparative Political Studies*, 52(1):3–35.
- Pepinsky, T. (2019). Migrants, Minorities, and Populism in Asia. Working Paper. Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3399218.

2/19. Territorial Disputes and Security Issues

- Ikenberry, G. J. (2016). Between the eagle and the dragon: America, China, and middle state strategies in East Asia. *Political Science Quarterly*, 131(1):9–43.
- Wiegand, K. E. and Beuck, E. (2018). Strategic Selection: Philippine Arbitration in the South China Sea Dispute. *Asian Security*, Forthcoming.

- Mastro, O. S. (2018). Conflict and chaos on the Korean peninsula: Can China's military help secure North Korea's nuclear weapons? *International Security*, 43(2):84–116.
- Anderson, N. D. (2017). America's North Korean Nuclear Trilemma. *The Washington Quarterly*, 40(4):153–164.
- 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.
- Kim, J. and Druckman, D. (2020). Shelved sovereignty or invalid sovereignty? The South China Sea negotiations, 1992–2016. *The Pacific Review*, 33(1):32–60.
- Dolven, B., Manyin, M. E., and Kan, S. A. (2013). Maritime Territorial Disputes in East Asia: Issues for Congress. Congressional Research Service. R42930. Available at: http://www.dragon-report.com/Dragon_Report/KR_files/R42930.pdf. **(Recommended)**

2/26. Development, Trade War, and Belt-and-Road

- 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.
- 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.
- 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.
- Reed, J. (2019). Vietnam gains ground in shift from China, *Financial Times*. Available here: <https://www.ft.com/content/bab2e03a-d827-11e9-8f9b-77216ebelf17>.
- Ellis-Peterson, H. (2018). 'No Cambodia left': how Chinese money is changing Sihanoukville, *The Guardian*. Available here: <https://www.theguardian.com/cities/2018/jul/31/no-cambodia-left-chinese-money-changing-sihanoukville>.
- Terada, T. (2019). Japan and TPP/TPP-11: opening black box of domestic political alignment for proactive economic diplomacy in face of 'Trump Shock'. *The Pacific Review*, 32(6):1041–1069.

3/4. Welfare, Labor and Inequality

- Kim, A. E. and Lee, C.-M. (2014). Neoliberalism and Insecure Employment in Korea: Emergence of the Working Poor and Worsening Socio-Economic Polarization. *Korea Observer*, 45(2):255–273.
- London, J. D. (2014). Welfare regimes in China and Vietnam. *Journal of Contemporary Asia*, 44(1):84–107.
- Chu, Y.-W. (1998). Labor and democratization in South Korea and Taiwan. *Journal of Contemporary Asia*, 28(2):185–202.
- Unger, J. and Chan, A. (2015). State corporatism and business associations in China: A comparison with earlier emerging economies of East Asia. *International Journal of Emerging Markets*, 10(2):178–193.
- Haggard, S. and Kaufman, R. R. (2008). *Development, Democracy, and Welfare State*. Princeton University Press, Princeton. Chs. 1 & 2. (Blackboard)

3/11. No class. Spring Break

3/18. 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.
- 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>.
- 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

3/25. 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.
- Togo, K. (2010). The assertive conservative right in Japan: their formation and perspective. *SAIS Review of International Affairs*, 30(1):77–89.
- Kinney, D. (2012). Rediscovering a massacre: The filmic legacy of Iris Chang’s *The Rape of Nanking*. *Continuum*, 26(1):11–23.
- Henry, N. (2013). Memory of an injustice: The “comfort women” and the legacy of the Tokyo Trial. *Asian Studies Review*, 37(3):362–380.

4/1. Environment

- To be added.

4/8. Case Study Presentation I

4/15. No Class (conference)

4/22. Case Study Presentation II

4/29. Wrap-up and Evaluation. Final Essay due.

5/5. Case Paper due.