

DEPAUL UNIVERSITY
AAS 253 / PSC 253*
Asian Politics
2018 Global Learning Experience (GLE)
with Symbiosis University faculty and students, Pune, Maharashtra, India
MW 11:20-12:50
Office Hours MW 3-5

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* This course fulfills requirements for SCBI/SSMW/Global Asian Studies, Chinese Studies, Japanese Studies, and the international politics concentration or minor in Political Science

Wednesdays and/or Mondays 11:20-12:50 pm, supplemented by online activities and assessments (see schedule below, in-class meetings highlighted in blue)

Course Description

Join us for a virtual trip around Asia – exploring the trends in politics, society and economics in countries including China, Japan, the Koreas, India and Singapore (as well a number of Southeast Asian countries). Course topics include: revolution, democracy and pop culture as diplomacy. Current events and crises in each country will introduce key points in history that have led to the political and economic systems of today's Asia. Students will leave the class with a strong foundation in understanding of key political systems and economies of Asia, through a dynamic seminar and hands-on projects.

In addition, this class will examine the core theories, actors and current and historical events in the study of Asian comparative politics. As a point of departure, key concepts, institutions and actors involved in Asian politics will be reviewed. Readings provide a variety of perspectives on colonialism and its legacy, development, industrialization, and culture. The readings complement course lecture and discussions. Students will be encouraged to incorporate what they learn in class lectures and readings into discussion/debate sessions based on actual events relating to past and current issues and crises. Students will have the opportunity to conduct in-depth research on an Asian country of their choice, culminating in a class presentation at the end of the quarter. A number of learning objectives relating to the aforementioned are outlined each week (See Schedule section, below). This course, and others in the Global Asian Studies and Global Learning Experience series also provide transferrable skills that help students in career and other professional working environments. These are outlined in the Career Center "[Transferrable Skills Matrix](#)" and include universal, analytical, creativity,

leadership, and technology skills including: planning/organizing/prioritizing, ethics/discipline/motivation, analytical thinking, decision-making, ethical reasoning and judgment, problem solving/critical thinking, creativity and innovation, influencing/persuading, interpersonal skills, listening, multicultural understanding, professionalism, verbal and written communication, collaboration, leadership, teamwork, research

This online hybrid (meaning it is combination of in-class and virtual) version has been designed through special online course training via [DePaul Online Teaching Series](#) (DOTS) and with the support of [Faculty Instructional Technology Services](#) (FITS) consultants. We look forward to and appreciate your feedback on this online course as we work to provide you with an interactive, fun and informative learning environment, supporting your career and life goals. Please take a moment to complete the pre-course survey in this regard.

Readings

Required book available at the University (Barnes and Noble) Bookstore LPC.

Vera Simone, *The Asian Pacific*, Allyn & Bacon/Longman 2000.

Excerpts from:

Chalmers Johnson, *MITI and the Japanese Miracle*, Stanford University Press, 1983. (chapter 1 outlining the main characteristics of the developmental state in Japan)

Yi-min Lin, *Between Politics and Markets*, Cambridge University Press 2001. (chapter 1)

Trust in Japan (handout, NYT article)

Handouts

Periodically handouts (e.g. current newspaper, magazine articles) will be distributed that provide current and/or historical context for the issue at hand. You are responsible for completing these readings by the next class meeting after the handout is distributed.

Bonus Content on D2L

See our Ask-a-librarian Discussion Board for helpful tips, posted weekly, to support your research and writing. Ms. Jennifer Schwartz will also be available for consultations regarding investigative journalism type research techniques (for blog posts) as well as feedback on your research project bibliographies.

This class is sponsored by the Global Learning Experience program. Thus we also have the special services of a technology consultant from our instructional technology services department. A Tech Help discussion board is available on our D2L site that upon posting a question or issue sends an email notification directly to our consultant (replies during regular business hours).

Requirements

Students will be evaluated based on classroom participation, attendance, quizzes and two exams. Grading is as follows:

Country blogs	15%
Participation (includes online)	10%
Attendance	05%
Quizzes	20%
Mid-term examination	25%
Final Project/Presentation	25%

*Requirements are subject to revision at any time. It is student responsibility to remain abreast of updates, including but not limited to verbal and/or email communications.

Participation

Participation includes but is not limited to attendance, debate/discussion groups, out-of-class research assignments and group projects. There will be no make-up exams or make-ups for any other assignment.

A large part of the Participation grade is determined by the level of professionalism in feedback to other students' work and in email communications with professor.

"Professionalism" refers to how we create an environment of mutual respect in our (virtual) classroom (additional details outlined below under "professionalism in email correspondence").

Research projects will culminate in group and all participant based presentations in the last weeks of class.

Class Decorum

A feature of university study is professionalization. Your participation grade will also reflect behavior consistent with a professional meeting environment. This means use of profanity, cell phone or device use and other unprofessional actions and activities are prohibited. If you must leave the room before the class ends, do not disrupt fellow students study by returning. Take your things when you leave and do your best to depart quietly so as not to interrupt the learning of other students (so use the restroom, etc. prior to arriving for class).

Use of electronic devices in classroom (not allowed)

Research has demonstrated that when students use electronic devices in the classroom, their academic performance and learning are worsened: "students who use computers score half a grade lower than those who write notes."

<https://www.timeshighereducation.com/news/using-laptops-in-class-harms-academic-performance-study-warns>

It has also been found that the screens are often distracting and disruptive of student learning of others within proximity of the device user. *Consequently, the use of any electronic device in the classroom is prohibited.* This includes the use of laptops, iPads or

other touchscreen devices, and typing notes on smartphones.

Attendance

Attendance is mandatory. If you must miss class, notify the Professor in advance and provide relevant documentation for the purposes of obtaining an excused absence. Three or more unexcused absences will result in an F for the attendance/participation portion of your grade. If a class is missed, the student should obtain lecture notes from a fellow student. Roll will be called at the beginning of each class meeting. If you are late, you will be marked absent. It is your responsibility to notify the Professor – at the end of said class meeting – that you were merely tardy, so that an adjustment can be made to the attendance record.

Writing Skills (in short essays, discussion posting and research projects)

A core component of political science courses is analytical writing (identifying and creating persuasive, evidence-based causal arguments). Several writing rubrics are included on D2L for your reference in this regard.

Students are strongly encouraged to utilize (included in the cost of your tuition!) the services of the Writing Center for ongoing feedback on their writing.

Time Management

In a typical 10 week (quarter long, one module per week) course, students are expected to spend about 15 hours per week outside of the three hour class meeting time = 18 hours per week on each 4 credit hour class. We will be maintaining a balance between in-class and out-of-class online and other activities in this regard.

It is your responsibility to manage your time effectively for the requirements of this course. This means sometimes that you must “compartmentalize” your life and not let personal issues interfere with your academic performance. If personal issues (work, family illness, and so forth) become overwhelming, you should seek the advice and counsel of experts in this area. For example, students in this regard are encouraged to contact the University Counseling Service (773-325-7779), which provides a variety of supports and programs for students experiencing difficulties. If you are struggling with aspects of the materials presented in this course, you should of course consult the Professor during virtual or optional in-person office hours.

Requirements are subject to change at any time. It is your responsibility to keep abreast of adjustments to the syllabus and other items.

Submission of work to D2L

Submissions are due at 11:59 p.m. on the date indicated. Questions regarding assignments are welcome and can be accepted up to 24 hours prior to the deadline (e.g. 11:59 p.m. the day before the due date). The professor will make every effort to respond to requests in a timely fashion, as well as provide individualized feedback to each student on their work.

Due to inevitable glitches in communication between your computer's operating system,

loss of WiFi, default browser and other technology issues, students should test their submissions in draft format at least 24 hours prior to the due date/time.

Any technology questions or problems are handled by the [Help Desk](#), accessible via telephone or through your [Campus Connection](#). Help Desk contact information: **312-362-8765** or extension **28765** tsc@depaul.edu. The professor is unable to respond to technology related questions.

Extensions on online submission deadlines due to technology or other reasons are unavailable.

Note on use of mobile devices: D2L is not designed for use on mobile devices. Students should avoid using D2L on their mobiles due to potential loss of data. Firefox is the recommend browser for D2L (Explorer is not recommended, Safari and Chrome work OK).

Posting contributions and feedback to Discussions on D2L

We have a “1 plus 2” minimum rule. This means that for each discussion (all of which are graded) each student must post at least one contribution per discussion prompt, usually about 150 words, and also comment on at least 2 other student’s contributions. For some activities and assessments, students will comment on each of their group members, or up to 5 other people.

Participation in discussions (in class and online) is a key component of maintaining a dynamic, informative conversation about the issues in this course. Consequently, it is worth a significant of your grade.

Group Assignments

To assist in students’ time management some activities and assessments will be conducted in smaller groups of students. D2L has a random group assignment function. This accomplishes two goals. First, small groups of 2 to 3 students allows for easier coordination of joint activities. Organization into small group teams also decreases the time burden on each student (i.e. it is easier to comment on the work of a few other people, than the alternative of many more).

On occasion, students will be randomly distributed (via the D2L “groups” function) into small groups. For at least one activity, groups will conduct a brief collaborative research activity on that country as well as other randomly distributed activities.

For example, starting in week/module 2, students will create their own “country blog” site, Instructions provided by FITS. See Appendix below for general guidelines.

Students are free to select another country outside of their group assignment for their individual research project.

Communications with classmates / group members and professor

Emails are the most effective way to communicate with classmates and the professor.

Other options include Google chat or other online collaborative spaces. Note: Help Desk technical support is available for D2L, but not for non-DePaul hosted software (e.g. Google).

Every effort will be made by the professor to respond to student emails. However, business travel and family commitments often interfere in the evenings and weekends. If you have not had a response in 48 hours (72 over the weekends) this means the email wasn't received. Please try re-sending via the D2L email function (which is behind DePaul's SPAM and other email filters/firewalls).

Professionalism in Email Correspondence

Emails - in addition to online discussions - are a key way to correspond with your professor. Here are some "rules of the road" to assure mutually respectful correspondence - in addition to being excellent practice for when you are in the "real world" of communicating with co-workers and professional colleagues.

1. Emails to professors are not like texts to your friends. Use complete sentences, proper spelling, grammar and punctuation.
2. Your course professor should be addressed as Dr. Ibata-Arens or Professor Ibata-Arens. For example, emails should have salutation (Professor...), just like professional business correspondence.
3. Emails must have clear subject header linked to contents of email (emails missing subject headers will not be opened due to virus concerns).
4. Be polite. Sometimes the technology doesn't work (in which case you should contact the Help Desk) and miscommunications occur: frustration is a normal response. As my grandmother used to say: "you get more with honey than you can with vinegar."
5. Professionalism is an important skill in the working world for which we are trying to prepare you. *Emails will be graded as part of your participation grade.* Quality matters, not quantity. No need to send an email if you don't have a specific query.

10 Things NOT to do

From an article in Business Insider providing tips for new university students (see article for explanations):

Lisa Wade, Ph.D. "10 Things Every College Professor Hates," *Business Insider*
<http://www.businessinsider.com/10-things-every-college-professor-hates-2014-8>

Top ten things to do if you want to irritate your professors:

1. Use unprofessional correspondence.
2. Ask the professor if you "missed anything important" during an absence.
3. Pack up your things as the class is ending (before it has concluded).
4. Ask a question about the readings or assignments without checking the syllabus first.
5. Get mad if you receive critical feedback.
6. Grade grub.
7. Futz with paper formatting.
8. Pad your introductions and conclusions with fluff.

9. Misrepresent facts as opinions and opinions as facts.
10. Be too cool for school.

Quizzes

Few students like quizzes, but we have them anyway because – like going to the dentist – it is good for you (your learning). In fact, research has confirmed that “tests are good for you,” especially smaller quiz-length assessments of your learning, spaced out over time: [How Tests Make Us Smarter](#)

In addition to assessing reading comprehension, quizzes are designed to reinforce learning by confirming understanding of definitions of key terms, correct identification key political figures, events in history, geography of Asia, concepts in comparative politics.

Academic Integrity

Any student who is guilty of dishonesty in academic work may be suspended or excluded from the University. It is expected that all materials submitted as part of any class exercise be the actual work of the student whose name appears on the material. It is the responsibility of the faculty to review all cases of academic dishonesty. See the Student Code for guidelines for Student Conduct and what is considered plagiarism, for example.

Quizzes, essays and other assignments must be written in the student’s own words. Copying and pasting answers from course materials, online and other sources is a form plagiarism, violates the Student Code and is grounds for failure of the course and expulsion from the university.

All student work is filtered through plagiarism detection software to ensure academic integrity.

Schedule

Students are expected to have completed all readings assigned prior to the week they are listed in the syllabus and be prepared to participate in class and online discussions on the readings (and quizzes). Students are expected to be prepared for in class discussion and weekly quizzes.

All readings for a given week should be completed before the first class meeting.

Generally, D2L Modules correspond to the weeks in the course and run from Monday to Sunday of the following week. For example, introduction of each module’s content, lectures and discussions of material should be accessed via D2L on Mondays each week. Quizzes and essays on that content are generally available over the week/weekend, with “close” between Friday and Sunday (11:59 p.m.).

Note: If possible, weekly quizzes should be completed each week by Friday. Quizzes will close each Sunday at 11:59 on content from the preceding 6 days (once closed, they cannot be reopened).

Introduction to the Asian Region
Current Events as Lens on political and economic systems in Asia
Key Theories: modernization, developmental state, dependency

Key terms:

Comparative politics (as a subfield of political science), nation-state, geopolitics, political systems, economic development, modernization, developmental state, dependency, democracy, authoritarianism, Communism

Learning Objectives

- Become acquainted with geopolitics in Asia
- Understand the relationship between geography and topography as they affect the political systems in Asia
- Identify the main types of political systems in Asia (e.g. democracy, authoritarian state, Communist)

Activities

- Respond to pre-course online learning survey
- Read Simone, Ch. 1 “Comparing Asian Pacific Countries”
- Test your skills with mapping exercise (tutorials and games to identify geography, topography and other characteristics of Asian countries) (optional)
http://www.sheppardsoftware.com/Asian_Geography_Mac.htm
(if link doesn't go to Asia games, select “Asia” tab from orange bar of regions of the world at top of page)
- Practice Geography of Asia self-assessment map

Assessments

- ✓ 9/5 (Wed) In-class discussion of geopolitics of Asia in historical perspective
- ✓ Complete online quiz: Identify Countries in Asia (map)
- ✓ Complete online quiz: Identify Political Systems in Asia

Quizzes and online activities are available on D2L and Google Blogger.

Week 2 Colonialism and Its Legacy in Asian Politics

Key terms: colonialism, Dutch East India Co., caste (from Shogun to “untouchables”), Meiji Restoration, Opium Wars, Boxer Rebellion, “host” v. “home” country

Learning Objectives

- Understand the significance of economic interests, technology, ideology and religion in the “drive” to colonize Asia
- Know which Western European countries were colonial powers and which countries they colonized
- Know which countries in Asia escaped colonialization by the West, and why
- Understand pre-colonial political and class systems in Asian countries
- Identify regional variations in the nature of colonialism in Asia (Northeast v. Southeast)

Activities

- Read Simone, Ch. 2 “Imposition of Colonialism”
- Write 120-200 word self-introduction (bio sketch style) for in-class feedback (handwritten or typed fine) on 9-12 (Wed). See template in Appendix below.

Assessments

- ✓ 9/10 (Mon) In-class discussion of colonialism in Asia
- ✓ 9/12 (Wed) In-class discussion of legacy of colonialism in Asia
- ✓ 9/12 (Wed) In-class small group feedback session on self-introductions
- ✓ 9/12 (Wed) Complete in class syllabus quiz
- ✓ Complete online Blogger post of self-introduction with image
- ✓ Complete online quiz: Colonialism in Asia

Week 3 Nationalism and Independence

Key terms: nationalism, city-state, feudal principalities, nation-state, Sun Yat-sen, Sukarno, Mao Zedong, Spanish Period, *mestizos*, *ilustrados*, the Emergency, sovereign

Learning Objectives

- Be familiar with historical and current types of political systems
- Recognize key political leaders and their role in national movements of independence from Western colonial powers
- Identify and understand the chronology of key events in the process of national independence movements in Asia

Activities

- Read Simone, Ch. 3, Nationalism and the Movement for Independence

Assessments

- ✓ 9/17 (Mon) In-class discussion of nationalism in colonial context
- ✓ 9/19 (Wed) In-class discussion of post-colonial states in South Asia: India
- ✓ *Remote lecture to DPU by Dr. Sen on India (historical context; political, economic and cultural systems, emphasis on nationalist movement and independence)*
- ✓ Design and create first “country blog” post, bonus 3 extra credit points for consulting with our librarian, Ms. Jennifer Schwartz (country assignments allocated randomly by D2L for the first blog. Students are free to select any country in Asia for subsequent blogs).
- ✓ Write and upload first country blog post (remember grading rubric guidelines below in Appendix)
- ✓ Complete online quiz: nationalism

Week 4

Asian Pacific Governments and Politics in Transition

NOTE: There will be NO meeting in class this week 9/24 or 9/26, all activities and assessments will take place online (D2L, Blogger)

Key terms: China, cadre party, Great Leap Forward, Cultural Revolution, “Great” Leader, KMT, authoritarianism (hard v. soft, ethnic)

Learning Objectives

- Identify key political movements and leaders in Asian Politics
- Understand the historical significance and political and institutional legacies of significant events in Post WWII Asia
- Define and distinguish among the main types of political systems in Asia

Activities

- Read Simone, Ch. 4, Asian Pacific Governments and Politics in Transition
- Remote lecture by Dr. Ibata-Arens on China (historical context; political, economic and cultural systems, emphasis on nationalist movement and independence)
- Remote lecture by Dr. Sen on India (historical context; political, economic and cultural systems, emphasis on nationalist movement and independence)

Assessments

- ✓ Complete online Quiz: Politics in Transition
- ✓ Week of 9/24: Chicago (U.S.) – Pune (India) virtual activities TBC

Week 5 Political Economy of Development: The Japanese “Economic Miracle”

NOTE: There will be NO meeting in class this week (10/1 or 10/3, all activities and assessments will take place online (D2L, Blogger)

Key terms Japan’s three sacred treasures, developmental state, flying geese model, meritocracy, MITI (now METI), state intervention

Learning Objectives

- Understand the significance of the Japanese developmental state in the ability of Japan to become a high growth country and subsequent variations on the Japanese model of development in other Asian countries
- Identify core characteristics of the developmental state, central actors (including in the public and private sector)
- Recognize key policies of state intervention in the developmental process

Activities

- Read Simone, Ch. 5 Political Economy and Development
- Read Johnson, *MITI and the Japanese Miracle*, Introduction, “The Japanese Miracle”
- Read Lin, *Between Politics and Markets: Firms, Competition, and Institutional Change in Post-Mao China*, excerpts (Intro.)
- Remote lecture by Dr. Ibata-Arens on Japan (historical context; political, economic and cultural systems)

Assessments

- ✓ Complete online Essay Quiz Developmental State
- ✓ Write and upload second country blog post

Week 6 Culture and Ideology (and mid-term exam)

Key terms culture, ideology, Confucianism, Buddhism, Shintoism, juche, familialism, statism, four Ms (in Singapore), collectivism, consensus

Learning Objectives

- Define culture and ideology (and recognize the differences between them)
- Identify and recognize the main religions in Asia and similarities/differences among them
- Understand how political leaders used ideology and relied on common cultural understandings to pursue national objectives

Activities

- Read Simone, Ch. 6 Culture and Ideology
- Read about Trust in Japan (BBC article, NYT article)

Assessments

- ✓ 10/8 (Mon) In class discussion: culture and ideology in Asian politics
- ✓ 10/10 (Wed) Mid-term review
- ✓ Complete online quiz: culture and ideology
- ✓ Complete and upload third online blog post.

Week 7 Cold War and Post Cold War: Asia's Global Context (and research group assignment and project "pitches")

Key terms bipolarity, multipolarity, Cold War, PRC, Korean War, 38th Parallel, ASEAN, (individual, nation-state, system) level of analysis, Ho Chi Min, comprehensive security policy

Learning Objectives

- Understand the global context of Asian politics in historical perspective
- Obtain experience in conducting in-depth research on a single country
- Learn about collaboration in international and cross-cultural teams

Activities

- Read Simone, Ch. 7 the Global Context of Asian Pacific Development: the Cold War

Assessments

- ✓ 10/15 (Mon) Discussion in-class of research project progress
- ✓ 10/17 (Tues) Submit 100 word idea "pitch" (via D2L) for a country-level research project to Discussion Board on D2L for feedback and to identify potential collaborators (by theme or by country) (remember to comment on at least one other topic proposal by Friday (10/19))
- ✓ 10/17 (Wed) **Mid-Term Examination (in-class)**
- ✓ 10/21 (Sun) Submit Annotated Bibliography to Dropbox for feedback from librarian

- (graded as a quiz)
- ✓ Complete online quiz: Cold War and Post Cold War

Week 8 International Political Economy of Asia/ Transnational Threats to Security

NOTE: There will be NO meeting in class this week 10/22 or 10/24, all activities and assessments will take place online (D2L, Blogger)

Key terms: regionalism, investment, trade, ASEAN, bilateralism, multilateralism

Learning Objectives

- Define international political economy using examples in Asia
- Identify key investment, political and trade agreements in Asia

Activities

- Read Simone, Ch. 8 the Political Economy of the Asian Pacific Region
- Presentation Group Preparation
- Optional individual research project consultation and/or mid-term examination grade review meetings with professor (in-person or via Skype call)

Assessments

- ✓ Complete online essay quiz: IPE of Asia
- ✓ Post draft presentations to Blogger for peer feedback and suggestions

Week 9 Asian Politics in the 21st Century

Learning Objectives

- Reflect on the comparative politics of Asian countries
- Review key terms in the study of Asian business, culture, and politics
- Contemplate the 21st Century rise of Asia as the new center of the global economy
- Discuss career opportunities in Asia and designing a course of study to improve skill and competitiveness

Activities

- Read Simone, Ch. 9 Summing Up and Looking Ahead (optional)

Assessments

- ✓ 10/29 (Mon) In class discussion: reflecting on history, current trends and future of politics and economics in Asia, research presentations
- ✓ 11/31 (Wed) Research presentations
- ✓ Discuss current and future business, culture and career trends in Asia

Week 10 Final Projects/Presentations

Presentation grading rubric: Students will be graded using a four-item scale, each worth 25 points, for a total of 100 points: presentation, organization, creativity, and time

Key terms “TED” commandments

Learning Objectives

- Obtain experience in presenting academic research
- Practice collaborating to present analytical work in teams

Activities

- Prepare for presentations on countries in groups/teams
- Complete end-of-course survey

Assessments

- ✓ 11/5 (Mon) Research Presentations
- ✓ 11/7 (Wed) Research Presentations

Appendix:

Country Blogs

Country blogs will be graded on a scale from 0-100 in four categories worth 25 points each (compelling image, title and “hook” statement, persuasion and argumentation, organization)

Media: Google Blogger (private class page)

Purpose: inform colleagues about current events, key leaders and other information to illustrate key concepts in class in the context of a specific country.

Countries: China, Japan, India, S. Korea, Singapore

Words: 150-200

Image: 1 required, additional optional

Metadata: add #keywords

Topics: current events/news, economic/cultural/political trends and leaders

Evaluation: by peers via blog comments (note Netiquette rules), overseen by professor

Research Support: see Ask-a-Librarian Discussion Board

Self-Introduction Blogger Post template:

A paragraph or two, 120-200 words maximum. Introduce yourself in third-person: Name, major, career interests, awards and expertise, community service, hobbies,

favorite foods, places visited, etc. It should read like a mini bio-sketch (the kind you see on such professional social media as LinkedIn).

Quiz and Blog Schedule

Quiz and blog close dates (Sundays, beginning last day of Week 1). See each week for list of quiz topics. Other activity/assessment close dates indicated above:

9/9

9/16 Self-introduction blog due (uploaded to Blogger with image)

9/23 Country blog (first, students assigned randomly to country groups)

9/30

10/7 Country blog (second, students free to choose any Asian country)

10/14 Country blog (third, students free to choose any Asian country)

10/21

10/28 Research Presentation upload to Blogger for peer feedback

11/4

11/11

Bonus Global Learning Experience (GLE) Activities

Remote lecture to DPU by Dr. Sen on India (historical context; political, economic and cultural systems, emphasis on nationalist movement and independence, post-colonial and contemporary periods)

Dr. Sen provides optional student research project supervision, remote engagement and co-learning with both student cohorts (other events and research related activities across DePaul units and programs).