

# INTL 4360: East Asian Political Systems\*

Qingyan Wang

Class: Monday, Wednesday, and Friday, 9:10-10:00 (Caldwell Hall 102)

Office Hours: Zoom by Email Appointment

## Course Description

This course introduces students to the dynamics of East Asian political systems, including China, Taiwan, Japan, and South Korea and North Korea. With an emphasis on political evolution, economic development, and social transformation, we will explore significant historical trajectories of these systems. Before placing these regimes in the regional context and analyzing their competition and collaboration, we shall overview significant current concerns in these regimes.

## Course Objectives

- Introduce students to the fundamentals of East Asian political systems;
- Highlight significant theories and methodologies used to examine East Asian societies;
- Assist students in acquiring the critical thinking abilities necessary to comprehend political phenomena both inside and outside of East Asia.

## Required Books:

- Kenneth Lieberthal, *Governing China: From Revolution through Reform* (W. W. & Norton Company, 2003).
- Christopher Goto-Jones, *Modern Japan: A Very Short Introduction* (Oxford University Press, 2009). [E-version available at the UGA library]
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## Suggested books (available in UGA Library):

- Han Park, *North Korea: The Politics of Unconventional Wisdom* (Lynne Rienner Publishers, 2002).
- Denny Roy, *Taiwan: A Political History* (Cornell University Press, 2003).
- John Kie-Chiang Oh, *Korean Politics: The Quest for Democratization and Economic Development* (Cornell University Press, 1999).

## Course Requirements and Grading Criteria

### Attendance (5%)

Only **THREE** unexcused absences are allowed for any reason. Additional absences will need legitimate reasons and documentation (ex. doctor's note). Please report to the instructor if you are late or unable to attend. Failing to do so may result in deduction in score, which is not disputable.

### Participation (10%)

Read and reflect upon assigned readings before coming to class. You are responsible for reading all assigned material for each class period. Some of the academic articles we will read are dense. You are not expected to understand all of the technical aspects of these articles. However, you are expected to make a good faith effort to identify the argument, evidence, and conclusions presented by the authors.

You are not required but encouraged to read optional readings. In certain cases, readings may be adjusted during the semester.

We may have some pop-up quizzes or in-class discussions during the semester. Students are expected to actively participate in these in-class assignments. Participation will be measured by the students' contribution to these activities. Only quality participation that directly refers to the topic at hand will be counted. Solid preparation for each activity is essential as you may be called upon to provide your own assessments of the various assignments.

More importantly, all students are expected to be good course citizens in the group discussion activities. Contributions to discussions should meaningfully relate to the course material and advance the quality of deliberation. Students should be respectful of their classmates. This does not mean that criticism of others' ideas is barred; in fact, such criticism is helpful for advancing discussion. Importantly, though, any critiques should be cordial and professional. Your participation in class is not just an important part of your grade, but also a sign of respect to the instructor and your peers. The academic enterprise is founded on the open exchange of ideas; to that end, we will hold regular in-class discussions. You may hold strong opinions about the topics we read about and discuss in this class. I expect you to follow the golden rule during in-class discussions and treat your classmates and their ideas with the same respect you would like to receive.

### **Discussion & News Sharing (15%)**

Beginning in week 2, we will use the ELC's Discussion Forum to provide **15** discussion questions after each substantive week. You are expected to participate in the discussion with one short paragraph with at least **200 words** and at least **ONE** quality response to others' posts. The due date for this assignment is every Sunday evening at 11:59pm.

### **Movie Review (30%)**

You are expected to write **THREE** movie review on one of assigned movies. We will watch three movies together during the semester. You can focus on these movies or choose on your own. The movie review should introduce the movie properly and relate it specifically to the course materials. It shall be between 600 to 1000 words. The due date for this assignment is 11:59pm on the last day of each month, starting from February.

### **Response Paper (10%)**

You are expected to write one response paper on one of assigned books. You can find the list of recommended books on the ELC. It must (1) effectively summarize of ALL assigned readings (not a laundry list); (2) elaborate on one or a few points that interest you the most in a critical but fair fashion; and (3) discuss your opinions on points of interest at the end. It shall be two-page, single spaced. The due date for this assignment is 11:59 pm on April 6, 2025.

### **Final Project (30% including 10% for final presentation & 20% for the final paper)**

You have the option of doing yourself or in two. A joint paper by two students is encouraged, but the two students must agree upon their respective responsibility before they start to work on the paper. Please report to the instructor by **April 1st** with a **one-page outline**. The final paper including bibliography should be no more than 6-page in single space.

There are only two restrictions on topics: **(1) It must be related to East Asian Politics; (2) It must be empirical (meaning that your analysis must be based on empirical evidence)**. You are expected to make an argument and try to convince readers with your analysis. Additional attention shall be paid to the organization of the paper, the coherence of the analysis and the elaboration of your argument. Remember to cite sources properly and avoid grammatical errors.

The due date for our final project is 11:59 pm on May 6, 2025.

### **Extra Credit**

I intend to offer Two extra credit opportunities, which are listed as follows:

1. If you participate in all online Discussion & News Sharing, you can get one extra credit.
2. You can self-nominate once on why you can get a credit extra during the semester.

### **Final Grade Ranges**

A 93 - 100	A- 90 - 92	
B+ 87 - 89	B 83 - 86	B- 80 - 82
C+ 77 - 79	C 73 - 76	C- 70 - 72
D 60 - 69	F 0 - 59	

### **\*\*\*\*\* Important Dates \*\*\*\*\***

- February 28<sup>th</sup> \_\_\_\_\_ First Movie Review Due
- March 31<sup>st</sup> \_\_\_\_\_ Second Movie Review Due
- April 6<sup>th</sup> \_\_\_\_\_ Response Paper Due
- April 23<sup>rd</sup> \_\_\_\_\_ Presentation Day
- April 30<sup>th</sup> \_\_\_\_\_ Third Movie Review Due
- May 6<sup>th</sup> \_\_\_\_\_ Final Paper Due

### **Mental Health and Wellness Resources:**

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

### **Grade Dispute**

If you have any questions about your exam grade, you shall report to the instructor within one week from the time you receive the grade. You need to present a written appeal explaining why you think your grade should be changed. Please also bear in mind that disputing grades may end up with higher, lower or no change in your grade.

### **FERPA Notice**

The Federal Family Educational Rights and Privacy Act (FERPA) grants student's certain information privacy rights. See the registrar's explanation at [reg.uga.edu/general-information/ferpa/](http://reg.uga.edu/general-information/ferpa/). FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar. **This means that students should use their UGA email address if they want to discuss a grade.**

### **Academic Honesty**

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

### **AI Policy in this Course<sup>1</sup>**

In this course, thoughtful and creative engagement with AI is encouraged. Therefore, you will not be penalized for using Generative AI tools (GAI) in this course. However, remember that AI tools are best used to augment, not replace, our skills. It is important to be aware of the limitations of GAI tools. For example,

- GAI may exhibit bias and inaccuracies. You are responsible for assessing the validity and applicability of any GAI output incorporated into your work.
- If you provide minimum effort prompts, you will receive low quality results. Practice careful prompt engineering.
- Be cautious with data privacy. Refrain from entering information of a highly personal or confidential nature into a GAI tool.

To gain a deeper understanding of GAI tools and enhance your interaction with GAI output, you can explore the following resources:

- [Introduction to Generative AI](#)
- [UGA LibGuide on Generative AI](#)

Note also that any work not created by yourself should include a proper source citation. For Generative AI, that may include prompts, specific AI used, and date. For full details on how to properly cite AI-generated work, please see the APA Style article, How to Cite ChatGPT. Keep in mind that this AI-permissive policy applies only to this course. Using AI tools in courses without permission is a violation of UGA's Academic Honesty policies and is.

### **Additional Ground Rules and Resources:**

- **On preferred names/pronouns.** "Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records."
- **Prohibition on recording lectures.** "In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:
  - Will use the records only for personal academic use during the specific course.
  - Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
  - Understand that the faculty member and students in the class have privacy rights

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<sup>1</sup> Please refer to the "Example 1: Highly permissive" in the Sample AI Policies in this file: <https://ctl.uga.edu/resources/documents/sample-syllabus-policies.pdf>.

and agree not to violate those rights by using recordings for any reason other than their own personal study.

- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

## CLASS SCHEDULE

### Week 1 Welcome! Course Introduction

Suggested reading: Horace Miner, "Body Ritual among the Nacirema," *American Anthropologist*, 58:3 (1956): 503-507.

### Collapse of Traditional Order: Similar Crisis, Different Responses

### Week 2

#### January 13 Traditional Political Order in East Asia

# Kenneth Lieberthal, *Governing China: From Revolution through Reform* (Norton, W. W. & Company, Inc., 2003): 5-19.

# John K. Fairbank, "A Preliminary Framework" in John K. Fairbank (ed.), *The Chinese World Order* (Harvard University Press, 1973): 1-14.

#### January 15 & 17 The Collapse of Qing Dynasty and The Founding of the Republic

# Lieberthal, *Governing China*: 19-39.

# Recommended movie: *The Last Emperor*

### Week 3

#### **January 20 No Class, Martin Luther King Jr. Day**

#### **January 22 The Tokugawa Polity and Its Crises**

# Christopher Goto-Jones, *Modern Japan: A Very Short Introduction*, Chapter 1

#### **January 24 The Meiji Restoration**

# Goto-Jones, *Modern Japan*, Chapter 2

# Recommended movie: The Meiji Revolution from *The Pacific Century*.

### Week 4

#### **January 27, 29 & 31 From ROC to PRC: The Communist Revolution in China**

# Lieberthal, *Governing China*: 39-56.

### Week 5

#### **February 3 & 5 Japan's Rise and WWII**

# Goto-Jones, *Modern Japan*, Chapter 3.

#### **February 7 Movie: TBD**

### Different Paths of Development in Post-WWII East Asia

### Week 6

#### **February 10 Re-establishing Political Order in Japan**

# Goto-Jones, *Modern Japan*, Chapter 4 (89-100).

\* Junnosuke Masumi, "1955 System in Japan and Its Subsequent Development," *Asian Survey*, 28: 3 (March 1988): 286-306.

\* [The Constitution of Japan](#) (1947).

#### **February 12 & 14 Taiwan**

# Denny Roy, *Taiwan: A Political History* (Cornell UP, 2003), Chapters 3 and 4 (pp. 76-96).

### Week 7

#### **February 17 & 19 The Korean War and Divided Korea**

\* Karunakar Gupta, "How Did the Korean War Begin?" *The China Quarterly* 52 (1972): 699-716.

# *Library of Congress Country Report: North Korea* (2009): 37-58.

#### **February 21 Continuing Revolution in China**

# Lieberthal, *Governing China*: 59-122

### Week 8

#### **February 24 "Juche" & "Songun" in North Korea**

# *Library of Congress Country Report: North Korea* (2009): 135-141; 153-172, 183-191, and 196-208.

# Han S Park, *North Korea: The Politics of Unconventional Wisdom* (Lynne Rienner, 2002), esp. Chapters 2-4, and 9.

#### **February 26 & 28 The East Asian Miracle**

# Goto-Jones, *Modern Japan*, Chapter 4 (pp. 100-106).

\* Bruce Cummings, "The Origins and Development of the Northeast Asian Political Economy," *International Organization*, 38: 1 (Winter 1984).

\* Paul Krugman, "The Myth of Asia's Miracle," *Foreign Affairs* 73: 6 (Nov/Dec 1994).

## Week 9 No Class, Spring Break

### Week 10

#### March 10 & 12 Democratization of South Korea and Taiwan

\* Masahiro Wakabayashi, "Democratization of the Taiwanese and Korean Political Regimes: A Comparative Study," *The Developing Economies*, 35: 4 (1997): 422-39.

# John Kie-Chiang Oh, *Korean Politics*, Chapters 3, 4 and 5; Roy, *Taiwan*, Chapter 6.

#### **March 14 Movie: TBD**

### Week 11

#### March 17 Political Transformation in Japan—Dismantling of 1955 System

# Goto-Jones, *Modern Japan*, Chapters 4 (pp. 107-123) and 5.

#### March 19 & 21 Political Transformation in South Korea and Taiwan

\* Young-Tae Jung, "Democracy and Election after Democratization in South Korea," *CODESRIA Journal: Identity, Culture and Politics*, 10/2, S. 32– 55

\* Rachel Premack, "South Korea's Conglomerates," *SAGE business researcher* (August 21, 2017).

\* Kharis Templeman, "Politics in the Tsai Ing-wen Era" in Hans Stockton and Yao-Yuan Yeh, eds. *Taiwan: The Development of an Asian Tiger* (Lynne Rienner 2020), 69-96.

### Week 12 Reforming China and Authoritarian Resilience

#### March 24 China's Economic Reform and Opening Up

# Barry Naughton, *The Chinese Economy: Transitions and Growth* (The MIT Press, 2007), Chapter 4.

#### March 26 & 28 Governing China in the Reform Era

# Lieberthal, *Governing China*, Chapters 6 (pp. 171-188) and 7 (pp. 206-240).

### Hot-Button Issues and Regional Order in East Asia

### Week 13 Authoritarian China

#### March 31 Resilient Authoritarianism?

# Lieberthal, *Governing China*, Chapter 5 (123-167).

\* Andrew Nathan, "China at the Tipping Point?" *Journal of Democracy*, 24: 1 (2013): 20-25.

\* Andrew Jacobs, "Residents Vote in Chinese Village at Center of Protest," *New York Times* (February 1, 2012); Michael Wines, "Crackdown on Chinese Bloggers Who Fight the Censors with Puns," *New York Times* (May 28, 2012); *The Economist*, "No ordinary Zhou," *The Economist* (August 2, 2014); Wikipedia, "[The 2019 Hong Kong Anti-Extradition Bill Protests](#)." Wikipedia, "2022 COVID-19 protests in China"

#### April 2 & 4 No class, instructor will be out of town for conference.

**!!! Please use this week to read the assigned book and finish the required response paper**

### Week 14

#### April 7 South China Sea Dispute & Troubling Bi-lateral Relations

\* Zhiguo Gao and Bing Bing Jia, "The Nine-Dash Line in the South China Sea: History, Status and Implications," *The American Journal of International Law* 107:98 (2013): 98-123.

\* Michael Yahuda, "China's New Assertiveness in the South China Sea," *Journal of Contemporary China* 22:81(2013): 446-459.

\* Russell Goldman, "India-China Border Dispute," *New York Times*, June 17, 2020.

\* David Cohen, "[Japan and Taiwan's Senkakus Play](#)," *The Diplomat*, April 13, 2013.

\* Paul J. Smith, "China-Japan Relations and the Future Geopolitics of East Asia," *Asian Affairs: An American Review*, 35: 4 (2009): 230-256.

\* Andrew Yeo, "[South Korea-Japan Rapprochement Creates New Opportunities in the Indo-Pacific](#)," Brookings, March 17, 2023.



### **April 9 North Korea and North Korean Nuclear Crisis**

- \* Jong Kun Choi and Jong-Yun Bae, "Security implications of a nuclear North Korea: Crisis stability and imperatives for engagement," *Korea Observer* 47:4 (2016): 807-827.
- \* Choe Sang-Hun, "[North Korea Perfects Its Diplomatic Game: Brinkmanship](#)," *New York Times* (April 2, 2009).
- Gawon Bae and Brad Lendon, "[Putin thanks North Korea for supporting Ukraine war as Pyongyang displays its nukes in parade](#)," CNN, July 28, 2023.
- Suggested reading: Evan Osnos, "[How Xi and Trump Can Make Real Progress on North Korea](#)," *The New Yorker* (July 7, 2017).

### **April 11 Movie: TBD**

### **Week 15**

### **April 14 & 16 Cross-Strait Relations and Taiwan's Future**

- \* Yinan He, "Identity Politics and Foreign Policy: Taiwan's Relations with China and Japan, 1895-2012," *Political Science Quarterly* 129: 3(2014): 469-500.
- \* Ryan Hass, "Taiwan's Tsai Ing-wen enters second term with a strong political mandate, but no room for complacency," Order from Chaos at Brookings Institute (May 13, 2020).
- \* Tony Tai-Ting Liu, "Xi Jinping's Taiwan Policy: Soft Gets Softer, Hard Gets Harder" in Ashely Esarey and Rongbin Han eds. *The Xi Jinping Effect* (University of Washington Press, 2024).
- \* Recommended: PBS Documentary: [Tug Of War: The Story of Taiwan](#).

### **April 18 China Rise and Its Regional/Global Impact**

- \* John J. Mearsheimer, "China's Unpeaceful Rise," *Current History*, 105: 690 (April 2006): 160-162.
- \* Zheng Bijian, "China's 'Peaceful Rise' to Great-Power Status," *Foreign Affairs*, 84: 5 (2005): 18-24.
- \* Council on Foreign Relations, "[Timeline: U.S. Relations with China 1949-2023](#)," (esp. since 2008).
- \* Catherine Trautwein, "[All Roads Lead to China: The Belt and Road Initiative, Explained](#)," *PBS Frontline* (June 26, 2019).
- \* Xi Jinping, "[Speech at a Ceremony Marking the Centenary of the Communist Party of China](#)," *Xinhua Net*, July 1, 2021.
- \* Jessica Weiss, "[Does China actively promote its way of governing—and do other countries listen?](#)" *Monkey Cage*, July 14, 2021.
- \* Ministry of Foreign Affairs of PRC, "China's Position on the Political Settlement of the Ukraine Crisis," February 24, 2023.

### **Week 16**

### **April 21 Regionalization and Regionalism**

- \* Andrew I Yeo, "Overlapping regionalism in East Asia: determinants and potential effects," *International Relations of the Asia-Pacific* 18:2 (2018), 161-191.

### **April 23 & 25 Presentation & Discussion: The future of East Asia and the World (after Covid)**

