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POLS2560 Politics of Asia

Spring 2023, Tuesday and Thursday 9:30-10:45

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Office hours: Thursdays 11am-12pm

Course Description and Objectives

This course is designed to explore some of the most important works on the politics of Asia. The regions we cover include Northeast Asia, Southeast Asia, and parts of South Asia. We will discuss a wide range of topics that determine major courses of action for many governments and societies in Asia. We will also investigate US relations with countries in Asia. In this course, we seek to

- explore the past, present, and future of Asian politics, economy, and security affairs
- analyze the nature of US relationship with Asia
- understand the role of power, resources, and ideas in the formation and application of national and regional interests, and
- hone critical thinking on political events taking place in Asia

Required Texts

The following two books are required for the course. You must buy precisely the editions mentioned here. Copies have been ordered to the university bookstore. There are supplementary articles and book chapters in addition to textbook use.

- Derek McDougall, *Asia Pacific in World Politics, 2nd Edition* (Boulder, Colo: Lynne Rienner, 2016).
- Damien Kingsbury, *Politics in Contemporary Southeast Asia: Authority, Democracy and Political Change, 1st Edition* (London: Routledge, 2016).

Course requirements and grading

Quizzes: 20% of final grade

- Students will take two quizzes, each counting for 10% of the final grade. The first quiz will be an in-class map quiz, and the other will be administered in March. There will be no make-up exams if you miss them.

Midterm exam: 20% of final grade

- Students will take an in-class exam. There will be no make-up exam if you miss it.

Final exam: 20% of final grade

- Students will take an in-class exam. There will be no make-up exam if you miss it.

Oral presentation: 10% of final grade

- Each student will deliver a 20-minute oral presentation in which they address all readings of the day they are assigned, followed by questions asked by other students. In the course schedule section below, you see that topics with OP (oral presentations) are available for this assignment. During the presentation, students will discuss both strengths and weaknesses of the readings and respond to

questions they receive from other students. The presentation will be graded on the basis of quality, organization, and clarity. Students who fail to show up for their turn will neither receive any credit for this assignment nor make-up opportunity.

Participation: 30% of final grade

- Your active participation is vital to the success of this course. At a minimum, you should come to class on time having completed and prepared to discuss assigned readings for that class. A record of attendance is maintained, and it is your individual responsibility to sign the class roster at each session. Your absence is excused only if you provide the instructor with evidence of family and medical emergency (doctor’s note, copy of flight tickets, etc.) or university-sponsored activities within 48 hours of absence. You are responsible for all materials covered in class, whether you are physically present or not. I expect that all students will contribute to class discussions through analysis, questions, and criticisms of the assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis).

Final letter grades will be assigned that correspond to the following numeric scale:

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

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.”

Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost’s Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student

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Success Center and available by email at Disability_services@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Mandatory Syllabus Statement on Face Masks (until further notice)

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
 - dismissal from the course(s)
 - removal from campus housing (if applicable)
 - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's ADA Policy. Inquiries or concerns may also be directed to the Office of Institutional Equity and Diversity. Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

Mandatory Syllabus Statement on In-Person Class Attendance and Participation (until further notice)

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any potential COVID-19 symptoms (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have

been evaluated by a qualified medical official. Students should contact the University Student Health Center for immediate assistance.

2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the University Attendance Policy, students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the University Attendance Policy, students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current University Attendance Policy, all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences.

Social Science Core Requirement

Student Outcomes: Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

Global Citizenship

This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of "otherness" impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

Course schedule

- January 17 (T) Course Overview**
- Start reading for the next session.
- January 19 (Th) Background**
- McDougall, *Asia Pacific in World Politics*, pp. 1-25.
 - Edwin Reischauer, "The Sinic World in Perspective," *Foreign Affairs*, Vol. 52, No. 2 (January 1974), pp. 341-348.
- January 24 (T) How things (may) work in Asia**
- Clifford Geertz, *The Interpretation of Cultures* (New York: Basic Books, 1973), pp. 412-425, 432-442.
 - James Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance* (New Haven: Yale University Press, 1985), pp. xv-xix, 1-27.
- January 26 (Th) The United States and Asia (OP)**
- McDougall, *Asia Pacific in World Politics*, pp. 31-49.
- January 31 (T) China's domestic politics**
- McDougall, *Asia Pacific in World Politics*, pp. 51-65.
 - Zainab Raza, "China's 'Political Re-education' Camps of Xinjiang's Uyghur Muslims," *Asian Affairs*, Vol. 50, No. 4 (2019).
- Quiz No. 1 (map quiz)**
- February 2 (Th) Chinese foreign policy (OP)**
- McDougall, *Asia Pacific in World Politics*, pp. 65-73.
 - Hong Liu, "Opportunities and Anxieties for the Chinese Diaspora in Southeast Asia," *Current History*, Vol. 115, No. 784 (November 2016), pp. 312-318.
- February 7 (T) Taiwan (OP)**
- McDougall, *Asia Pacific in World Politics*, pp. 159-171.
 - Frank Ching, "Hong Kong and Taiwan Confront Rising Chinese Pressure," *Current History*, Vol. 119, No. 818 (September 2020), pp. 234-240.
- February 9 (Th) Japan's domestic politics**
- McDougall, *Asia Pacific in World Politics*, pp. 75-88.
- February 14 (T) Japan's foreign policy (OP)**
- McDougall, *Asia Pacific in World Politics*, pp. 88-100.

- February 16 (Th) The Korean peninsula (OP)**
- McDougall, *Asia Pacific in World Politics*, pp. 173-191.
- February 21 (T) North Korea (OP)**
- Jung Pak, “What Kim Wants: The Hopes and Fears of North Korea’s Dictator,” *Foreign Affairs*, Vol. 99, No. 3 (May/June 2020), pp. 96-106.
 - Andrei Lankov, *The Real North Korea: Life and Politics in the Failed Stalinist Utopia* (New York: Oxford University Press, 2013), pp. xi-xv, 187-203.
- February 23 (Th) Political dynamics in Northeast Asia (OP)**
- McDougall, *Asia Pacific in World Politics*, pp. 125-152.
- February 28 (T) Exam review session**
- March 2 (Th) Midterm exam**
- March 7 (T) Political economy of postwar Asia (OP)**
- Ming Wan, *The Political Economy of East Asia: Striving for Wealth and Power* (Washington, DC: CQ Press, 2008), pp. 131-160.
- March 9 (Th) Political economy of contemporary Asia (OP)**
- Wan, *The Political Economy of East Asia*, pp. 21-49.
- March 14 (T) No class (Spring break)**
- March 16 (Th) No class (Spring break)**
- March 21 (T) Watch a prerecorded video**
- Adam Segal, “China’s Pursuit of Cyberpower,” *Asia Policy*, Vol. 15, No. 2 (April 2020), pp. 60-66.
 - Daniel Pinkston, “North Korea’s Objectives and Activities in Cyberspace,” *Asia Policy*, Vol. 15, No. 2 (April 2020), pp. 76-83.
 - Elina Noor, “Positioning ASEAN in Cyberspace,” *Asia Policy*, Vol. 15, No. 2 (April 2020), pp. 107-114.
- March 23 (Th) Watch a prerecorded video**
- No reading
- March 28 (T) Southeast Asia (OP)**
- McDougall, *Asia Pacific in World Politics*, pp. 197-227.

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- Raymond Yamamoto, “China’s Development Assistance in Southeast Asia: A Threat to Japanese Interests?” *Asian Survey*, Vol. 60, No. 2 (2020), pp. 323-346.

Quiz No. 2

March 30 (Th)

Complexity in Southeast Asia (OP)

- Kingsbury, *Politics in Contemporary Southeast Asia*, pp. 12-21, 28-29.
- Thomas Pepinsky, “Southeast Asia: Voting Against Disorder,” *Journal of Democracy*, Vol. 28, No. 2 (April 2017), pp. 120-31.

April 4 (T)

Regional institutions (OP)

- McDougall, *Asia Pacific in World Politics*, pp. 327-348.

April 6 (Th)

No class (Easter break)

April 11 (T)

Thailand (OP)

- Kingsbury, *Politics in Contemporary Southeast Asia*, pp. 110-22.
- Duncan McCargo, “Southeast Asia’s Troubling Elections: Democratic Demolition in Thailand,” *Journal of Democracy*, Vol. 30, No. 4 (October 2019).

April 13 (Th)

Indonesia (OP)

- McDougall, *Asia Pacific in World Politics*, pp. 231-263.

April 18 (T)

Myanmar (OP)

- Kingsbury, *Politics in Contemporary Southeast Asia*, pp. 97-109.
- Zoltan Barany, “Where Myanmar Went Wrong: From Democratic Awakening to Ethnic Cleansing,” *Foreign Affairs* (May/June 2018)

April 20 (Th)

Singapore (OP)

- Kingsbury, *Politics in Contemporary Southeast Asia*, pp. 78-87.

April 25 (T)

The Philippines (OP)

- Kingsbury, *Politics in Contemporary Southeast Asia*, pp. 124-37.

April 27 (Th)

India and Pakistan (OP)

- McDougall, *Asia Pacific in World Politics*, pp. 271-287.
- Michael Hirsh, Ahmad Hassan Awan, and Jayanta Krishna Sarmah, “India and Pakistan: Outlining a Path towards Peace,” *Policy Perspectives*, Vol. 15, No. 1 (2018), pp. 21-42.

May 2 (T)

US interests in the Indo-Pacific region (OP)

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- McDougall, *Asia Pacific in World Politics*, pp. 103-123.
- Stacie Pettyjohn, “War with China: Five Scenarios,” *Survival*, Vol. 64, No. 1 (2022).

May 4 (Th)

Final exam