

Latest as of February 1, 2021.

POLS2560 Politics of Asia

Spring 2021, MWF 11:00-11:50

Professor Nori Katagiri

Office: McGannon 152

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Classroom: on zoom

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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 need to 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

Attendance: 20% of final grade

The course complies with SLU's attendance policy below. A record of attendance will be maintained. 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.

Reading summary: 10% of final grade

Each student will deliver a 10-minute oral summary of the readings for one of the days designated with RS (Reading Summary). If you fail to deliver a presentation, you will automatically receive the score of zero for this assignment.

Mid-term paper: 30% of final grade

Students will write an academic paper to cover lecture content and reading materials. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

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Final paper: 40% of final grade

Students will write an academic paper to cover lecture content and reading materials. The assignment will be comprehensive. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

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 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 to 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.

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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 Statement on Face Masks (Fall 2020)

The University's [*Interim Policy on Face Masks*](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

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 or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquires 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).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

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Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to 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 faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Attendance

The health and well-being of SLU's students, staff, and faculty are critical concerns. 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.

1. Students who exhibit any [potential COVID 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 who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID 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 activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.

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4. Students are responsible for notifying each 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.
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 shall be considered “Authorized” absences (effective August 2020 through May 2021).

Distance Education Etiquette

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking. Remember to “un-mute” yourself just prior to speaking. Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
3. If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
5. Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.
6. Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

Non-Video & Asynchronous Contexts (Blackboard, Canvas, Online Chats, Discussion Boards, etc.)

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered

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“professional” (they are not like texts to your friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.

2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.
3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
4. Respect others’ time and life circumstances, which often don’t allow for an immediate response to a question or comment.

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 29 (F)

Course Overview

- Start reading for the next session.

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- February 1 (M) 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.
- February 3 (W) 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.
- February 5 (F) The United States and Asia (RS)**
- McDougall, *Asia Pacific in World Politics*, pp. 31-49.
- February 8 (M) China's domestic politics 1 (RS)**
- McDougall, *Asia Pacific in World Politics*, pp. 51-73.
- February 10 (W) China's domestic politics 2 (RS)**
- Frank Ching, "Hong Kong and Taiwan Confront Rising Chinese Pressure," *Current History*, Vol. 119, No. 818 (September 2020), pp. 234-240.
 - Zainab Raza, "China's 'Political Re-education' Camps of Xinjiang's Uyghur Muslims," *Asian Affairs*, Vol. 50, No. 4 (2019).
- February 12 (F) Chinese foreign policy (RS)**
- Andrew Nathan and Andrew Scobell, *China's Search for Security* (New York: Columbia University Press, 2014), pp. 3-36.
- February 15 (M) Taiwan (RS)**
- McDougall, *Asia Pacific in World Politics*, pp. 159-171.
 - Kharis Templeman, "How Taiwan Stands Up to China," *Journal of Democracy*, Vol. 31, No. 3 (July 2020).
- February 17 (W) No class (February break)**
- February 19 (F) Sino-US relations (RS)**
- McDougall, *Asia Pacific in World Politics*, pp. 103-123.
 - Evan Medeiros, "The Changing Fundamentals of US China Relations," *The Washington Quarterly*, Vol. 42, No. 3 (2019), pp. 93-114.
- February 22 (M) Japan's domestic politics (RS)**
- McDougall, *Asia Pacific in World Politics*, pp. 75-88.

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- February 24 (W) Japan's foreign policy (RS)**
- McDougall, *Asia Pacific in World Politics*, pp. 88-100.
 - Mireya Solis, "The Underappreciated Power: Japan after Abe," *Foreign Affairs*, Vol. 99, No.6 (November/December 2020), pp. 123-32.
- February 26 (F) Discussion**
- March 1 (M) South Korea (RS)**
- McDougall, *Asia Pacific in World Politics*, pp. 173-191.
- March 3 (W) North Korea (RS)**
- 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.
- March 5 (F) Writing a course paper**
- Midterm paper topic to be distributed**
- March 8 (M) The Korean Peninsula (RS)**
- Terence Roehrig, "North Korea and Reunification: The Limits of Nuclear Coercion," *Asian Survey*, Vol. 60, No. 5 (September/October 2020), pp. 859-881.
- March 10 (W) Political dynamics in Northeast Asia (RS)**
- McDougall, *Asia Pacific in World Politics*, pp. 125-152.
- March 12 (F) Political economy of postwar Asia (RS)**
- Ming Wan, *The Political Economy of East Asia: Striving for Wealth and Power* (Washington, DC: CQ Press, 2008), pp. 131-160.
- Midterm paper due at 9am**
- March 15 (M) Political economy of contemporary Asia (RS)**
- Wan, *The Political Economy of East Asia*, pp. 21-49.
- March 17 (W) Asia in cyberspace 1 (RS)**
- Adam Segal, "When China Rules the Web: Technology in Service of the State," *Foreign Affairs* (September/October 2018).

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- 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.

March 19 (F) Asia in cyberspace 2 (RS)

- Benjamin Bartlett, “Japan: An Exclusively Defense-Oriented Cyber Policy,” *Asia Policy*, Vol. 15, No. 2 (April 2020), pp. 93-100.
- Hsini Huang, “A Collaborative Battle in Cybersecurity? Threats and Opportunities for Taiwan,” *Asia Policy*, Vol. 15, No. 2 (April 2020), pp. 101-106.
- Elina Noor, “Positioning ASEAN in Cyberspace,” *Asia Policy*, Vol. 15, No. 2 (April 2020), pp. 107-114.

March 22 (M) Discussion

March 24 (W) Southeast Asia (RS)

- McDougall, *Asia Pacific in World Politics*, pp. 197-227.
- Kingsbury, *Politics in Contemporary Southeast Asia*, pp. 12-21, 28-9.

March 26 (F) Regional institutions (RS)

- McDougall, *Asia Pacific in World Politics*, pp. 327-348.
- Mely Chaballero-Anthony, “ASEAN’s Multilateral Path Through the Pandemic,” *Current History*, Vol. 119, No. 818 (2020), pp. 222-27.

March 29 (M) Foreign aid and ethnicity in Southeast Asia (RS)

- Hong Liu, “Opportunities and Anxieties for the Chinese Diaspora in Southeast Asia,” *Current History*, Vol. 115, No. 784 (November 2016), pp. 312-318.
- Raymond Yamamoto, “China’s Development Assistance in Southeast Asia: A Threat to Japanese Interests?” *Asian Survey*, Vol. 60, No. 2 (2020), pp. 323-346.

March 31 (W) Political regimes in Southeast Asia (RS)

- Thomas Pepinsky, “Southeast Asia: Voting Against Disorder,” *Journal of Democracy*, Vol. 28, No. 2 (April 2017), pp. 120-31.
- Joshua Kurlantzick, “The Pandemic and Southeast Asia’s Democratic Struggles,” *Current History*, Vol. 119, No. 818 (September 2020), pp. 228-33.

April 2 (F) No class (Good Friday)

April 5 (M) Guest speaker from Washington University in St Louis

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- April 7 (W) Territorial disputes in Southeast Asia (RS)**
- Daniel O’Neill, *Dividing ASEAN and Conquering the South China Sea: China's Financial Power Projection* (Hong Kong: Hong Kong University Press, 2018), pp. 1-15, 24-26.
- April 9 (F) Belt and Road Initiative (RS)**
- Jonathan Hillman, *The Emperor’s New Road: China and the Project of the Century* (New Haven: Yale University Press, 2020), pp. 1-15.
 - Romi Jain, “Pitfalls or Windfalls in China’s Belt and Road Economic Outreach?” *Asian Survey*, Vol. 60, No. 4 (2020), pp. 685-709.
- April 12 (M) Thailand (RS)**
- 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 14 (W) Myanmar (RS)**
- 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 16 (F) Malaysia (RS)**
- Kingsbury, *Politics in Contemporary Southeast Asia*, pp. 67-77.
 - Re-read Wan, *The Political Economy of East Asia*, pp. 35-37.
 - Zachary Abuza, “Malaysia: Navigating between the United States and China,” *Asia Policy*, Vol. 15, No. 2 (2020).
- April 19 (M) Guest speaker from Booz Allen Hamilton**
- April 21 (W) Discussion**
- April 23 (F) Indonesia (RS)**
- McDougall, *Asia Pacific in World Politics*, pp. 231-263.
- April 26 (M) Singapore (RS)**
- Kingsbury, *Politics in Contemporary Southeast Asia*, pp. 78-87.
 - Re-read Wan, *The Political Economy of East Asia*, pp. 33-34.

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April 28 (W)

The Philippines (RS)

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

Final paper topic to be distributed

April 30 (F)

India and Pakistan (RS)

- McDougall, *Asia Pacific in World Politics*, pp. 271-287.
- Nasreen Akhtar and Inamullah Jan, "The Rise of India and Pakistan's Perspective," *Asian Survey*, Vol. 59 No. 6 (November/December 2019), pp. 1094-1115.

May 3 (M)

Discussion

May 5 (W)

US policy in the Indo-Pacific region (RS)

- Ashley Tellis, "Waylaid by Contradictions: Evaluating Trump's Indo-Pacific Strategy," *The Washington Quarterly*, Vol. 43, No. 4 (2020).
- Christopher Layne, "Coming Storms: The Return of Great-Power War," *Foreign Affairs* (Nov/Dec 2020).

May 7 (F)

No class (final paper writing day)

Final paper due at 3pm

May 10 (M)

Course summary