

Contemporary China and East Asia

Time: 9a-12p, Mon-Fri,
January 3-24, 2022
Location: Hawthorne Hall 105

Department of Political Science, Whitworth University

Instructor: Dr. Bi Zhao
Office Hours: 1-3p T/Th, schedule on [Calendly](#)

E-mail: bzhao@whitworth.edu
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Course Description

This course is designed to provide students with an introduction to key issues in the contemporary politics and foreign relations of East Asia, in particular, China, Korea, and Japan. It aims to put the contemporary discussion of globalization into historical perspective by examining the long-lasting interactions of East Asian countries with each other and the rest of the world such as the United States, other countries in the region, and various international institutions.

For each country, we will have an overview of the historical development. We will go over topics such as the rises and falls of empires and dynasties before 19th century, the Western colonization and the nationalist movement, and the formation of the modern states. We then shift our focus to their more recent social-political development, the economic pursuit, as well as their interaction with other political actors. The last part of each section will consider the foreign relations of each country, in the larger context of regional politics, global governance, and relationship with various political actors. The course assumes no previous knowledge of East Asia, but students are expected to have some familiarity with the major themes, concepts and debates in political science and international relations.

Student Learning Outcomes (SLOs)

This course seeks to help you to:

- learn about the fundamental **knowledge** in East Asian politics;
Students will acquire three broad strand of knowledge of East Asia by the end of the class. We begin by familiarizing ourselves with the history of the region and how it help us understand it today. Then, we will examine the political system, economic development, society and culture of each major country in the region. Finally, we will learn about the current foreign relations of these countries, which have become increasingly important political powers internationally.
- exercise **communication skills** in written, oral, and other creative ways;
To effectively communicate your understanding and opinion about contemporary political events is

a crucial ability in our current society. In this course, no matter in-person or online, you'll have the opportunity to engage in weekly discussions with your fellow classmates. A group presentation at the end of the class will also give you the opportunity to communicate your findings and opinions to the rest of the class.

- Understand and evaluate the roles that **faith and religions** play in East Asia; We will tie in the discussion of faith and religion when considering each country. Our goal is to include a diversity and inclusion perspective when exploring and discussing the religion and faith of people in other parts of the world. We will consider how the faith practices and beliefs in East Asian countries influence the state-building and identity-construction when they engage in regional and world politics.

Textbooks and Readings

In this class, we will primarily use *Rising East Asia* as the textbook. It offers the conceptual and theoretical foundation of East Asian politics. Additional readings and lab handouts will be made available through Blackboard.

- Li, Chien-pin. 2020. *Rising East Asia: The Quest for Governance, Prosperity, and Security*. SAGE Publications.

How should I focus my attention on the readings? It is easy to get lost when reading a long chapter of the textbook. But course readings are an important part of our learning experience. Your goal in reading is not to memorize all of the details of the chapter or article, but instead to be able to do the following:

1. **Identify and define key concepts and terms:** what new concepts, theories, and phenomena are important to know in order to understand this chapter/reading?
2. **Articulate the main question(s) and the argument the author makes:** what is this chapter/reading about? What is the topic? What is the puzzle the author trying to explain?
3. **Describe the evidence the author uses:** what real world examples does the author use to support the argument(s)? Is it convincing?
4. **Be critical:** Interrogate the logic-what are the assumptions the author makes? Are the assumptions problematic? Are there real world events or phenomena that the theory/argument fail to explain?

We will discuss current events in East Asia from time to time. You are encouraged to keep up with news in the region in order to participate in discussions. Here are a few resources:

- [East Asia Forum](#)
- [The Asia section from The Economist](#)
- [The China section from The Economist](#)

- *The New York Times, Asia Pacific section*
- *South China Morning Post*
- *The Korea Times*
- *Asahi Shimbun* (Japan)

Class format (subject to change)

- As of today (12/28/2021), the University has decided the first week of class to be remote. Be prepared to join class on Zoom from 1/3 to 1/7, 9-12 everyday. You can find the Zoom link on Blackboard, under "Start here" or by clicking [here](#).
- Please keep yourself updated in terms of class format after the first week. For now, we plan to be in-person. However, plans may change. Please check university emails, class announcements, and information on Blackboard frequently.
- Learning contents, including reading preparation, asynchronous assignments, and any additional materials will be posted on Blackboard. Please get familiar with the course page.

How to succeed in this course

1. *Always try your best.* Be self-motivated and disciplined. "Speak up" when questions arise. Due to the intensive schedule and fast pace of the Jan term, you are expected to stay on top of all class assignments. I also welcome your feedback. Especially if you face any difficulties or challenges, do not hesitate to talk with me.
2. *Know your syllabus.* If there are any changes to the syllabus, I will notify you as soon as possible. It is your responsibility to be informed about the content and any changes in this syllabus.
3. *Class attendance and active participation in class discussion.* Since this course is only three-week long, we will be moving fast through the contents and topics. Therefore, students are expected to attend every class session. Please arrive to each class on time, whether you are in person or remote. You are also expected to participate in discussions of the assigned readings and other materials in class. Active participation is crucial to your success in this course.
4. *Read the assigned readings prior to each class meeting.* It is your responsibility to be prepared for the class. Significant input from class members, with thoughts and questions about the readings and issues is, a large component of the entire classroom learning experience. So come to class prepared!

Assessments and grading Policy

- **Attendance and participation, 15%.** 0.5 point will be dropped for each absence. For Zoom sessions, please note that I can only let you in during the first 15 min of the class, so as to

minimize interruption.

What is class participation? Participation does not simply mean talking a lot in class, although joining in discussion is strongly encouraged. Participation also involves coming to class prepared (having done the reading), thinking and listening carefully, and contributing to an open classroom environment where thought and discussion are possible. In addition, students are welcome and encouraged to visit the instructor individually during office hours or by appointment.

- **Assignments, 25%.** Throughout Jan term, there will be 6-7 assignments. Detailed instructions can be found on Blackboard.
- **Quizzes, 25%.** There will be **three** quizzes throughout the Jan Term. The dates of the quizzes will *not* be announced in advance. Quizzes are designed to provide a quick evaluation of how well students keep up with readings and understand the contents. There will be **NO** make-up quizzes.
- **Final project (35%) and presentation (Extra credit 5%).** For the final project, you will have a few options to choose from, including infographic posters, a podcast, a quotebook, policy memos, and position papers. Presentation of your project is optional. If you choose to do so, you will earn 5 extra credit points for the course. Detailed instructions will be communicated in class and on Blackboard.
- **Missed or late work.** Late work will be penalized by one letter grade for each day after the deadline. For example, an A- for an asynchronous assignment turned in one day late will become a B-. Late work would only be accepted without grade-penalty if the student has a university-accepted excuse.
- **Final grades:**

A	B	C	D	F
A+=97-100	B+=87-89.99	C+=77-79.99	D=60-69.99	F=below 60
A=93-96.99	B=83-86.99	C=73-76.99		
A-=90-92.99	B-=80-82.99	C-=70-72.99		

Academic Integrity and Honesty

Please note that I take extremely seriously the university’s policy on the need for academic honesty in all your work. **Please READ CAREFULLY the university’s policy on academic honesty (see next page and available in the Whitworth Catalog and the Student Handbook).**

Whitworth Student Handbook on Academic Honesty

Just as the faculty, staff and administration at Whitworth strive to be forthright, direct and honest, and to value integrity in all their dealings, the university expects all students to function in like manner. Students are expected to adhere to the highest standards of academic honesty and to refrain from any dishonest or unethical action.

In all academic exercises, examinations, papers and reports, students are expected to submit their own work. The use of the words or ideas of others is always to be indicated through an acceptable form of citation. This policy will be specified in the syllabus for each course.

- **Violations of the Policy on Academic Honesty**

1. **Definition of Plagiarism**

Plagiarism occurs whenever a person attempts to pass off as his or her own work, either verbally or in writing, the words and ideas of others. Plagiarism most often occurs in projects that require independent preparation (outside of class); although it can occur in essay examinations, this is not generally the case. Plagiarism can be either inadvertent (a failure to understand the responsibility for acknowledgment or the means by which acknowledgment should be made) or willful (with a conscious intent to deceive).

2. **Definition of Cheating and Dry-Labbing**

Cheating is any academic activity in which the student submits for a grade or credit work that is not their own and/or that has not been done within the structure and context established by the assignment. Students may plagiarize in a variety of ways: copying another student's test, bringing unauthorized notes or materials to an exam, copying another student's lab notes, or making up fictitious lab results (also known as "dry-labbing"). All cheating is regarded as willful deception.

- **Consequences of Violations of the Policy on Academic Honesty**

1. The faculty member will confront the student(s) in cases of suspected violations of the policy on academic honesty and will keep a written record of the incident.
2. The faculty member will assess the gravity of the violation and will determine the consequences, which may range from a failing grade on the specific assignment to a failing grade in the course.
3. The faculty member will submit a written report of policy violations, with their consequences, to the academic affairs office.
4. The student has a right to appeal any faculty member's decision by submitting a written appeal to the associate provost.
5. The associate provost may then review the appeal in consultation with the Academic Policies Appeal Committee, if such review is deemed necessary. All decisions of the associate provost and the Academic Policies Appeals Committee will be final.
6. All violations of the academic honesty policy become part of a student's educational record. More than one violation may result in suspension for the remainder of the current term, or for a longer period, depending on the nature of the violations.

Schedule and daily learning contents

The schedule is tentative and subject to change.

- **1/3 Introduction and an overview of China**
 - Why study East Asia, and how much do you know about it?
 - Course overview
 - Overview of China
 - Start to think about your final project

- **1/4-5 Unit 1: Chinese political system and economic pursuit**
 - The Totalitarianism: the Mao era
 - Opening up: one step forward two steps back?
 - From Jiang, to Hu, to Xi: a return of strongman politics

- **1/6-7 Unit 2: National security and foreign policy of China**
 - The internal “peace”: the Uighurs of Xinjiang, Hong Kong’s pursuit of democracy
 - A global rising power: US-China relations, the Belt Road Initiative, and the South China Sea

- **1/10 Unit 3: Special topics and overview of Japan**
 - Topic 1: Corruption in Communist China
(*Guest speaker: Rosemary Pang, University of Pennsylvania*)
 - Topic 2: TBD
 - Overview of Japan

- **1/11-12 Unit 4: Contemporary Japan-politics, economy, and culture**
 - The post-war economy, the bubble, and post-financial crisis
 - The rise and fall of Japan’s Liberal Democratic Party, and Japan after Shinzo Abe
 - Japanese and Korean popular culture: a soft power?

- **1/13-14 Unit 5: Foreign relations: Japan’s identity construction on a global stage**
 - The US-Japan relations: from post-WWII to today
 - Japan-China: a pragmatic peace

- Can Japan play a leading role in global cooperation?

- Jan 17 **MLK day, no class**

- Jan 18-19 **Unit 6: The Korean Peninsula: geopolitics and economy**
 - Overview of the North and South Korea
 - South Korea: the East Asian economic miracle
 - The North Korea nuclear program: instability beyond the region

- 1/20 **Unit 7: East Asia in the recent news**
 - COVID in East Asia: governance of the pandemic
 - Anti-Asian discrimination in the US
 - TBD

- 1/21 **Work on your final project**

- 1/24 **Final project due, presentations during class**

WhitFlex Specific Policies

Attendance policies

Class attendance and active participation are crucial to learning. I expect students to attend each class session, in-person or via Zoom, according to the course schedule. **Please alert me via email if you are ill or quarantining, and are not able to attend class. This is your responsibility.** You are expected to virtually participate through Zoom during isolation, as long as illness does not prevent it. Please **communicate with me at your earliest convenience.**

Face coverings/masks

During restrictions due to Covid-19, strict adherence to safety policies will be followed in this class. This is meant to protect both the students and the professor. With due respect, I expect students to **wear masks in class at all times, sit six feet apart as outlined in the seating chart, use hand sanitizer upon entering the classroom, and sanitize your workspace.** No exceptions will be made regarding masks or face coverings (if a documented medical reason prevents a student from wearing a mask, a face shield will be required).

Zoom etiquette

For the Zoom sessions, I expect you to be proper, professional, and respectful to the learning environment we all share. I expect you to **turn on the video function** during class. It helps to see your reactions and it fosters an engaging environment when you interact with one another. If you do not feel comfortable showing the room you are in, use a virtual background, as long as it does not distract others. As a general rule, **wear the kind of clothes you would normally wear to school.** We will learn all the little things about a Zoom classroom together along the way. The goal is to help each other focus on learning.

University Policies

Accommodations for Religious Observances

In accord with SSB 5166, Whitworth University accommodates student absences, for up to two days per academic year, for reasons of faith or conscience, or for an organized activity conducted under the auspices of a religious denomination, church, or religious organization. Written notice and request for accommodation must be given within the first two weeks of the beginning of the course and provide specific dates the student requests accommodation. Faculty will work with such students to reach mutual agreement about the terms of the accommodation. Grievances about a failure to accommodate should be directed to the Associate Provost.

Accommodations (ADA/504)

Whitworth University is committed to providing its students access to education. If you have a documented physical or mental/psychological impairment that impacts your ability to learn and perform to your potential in the classroom, contact the Office of Educational Support Services (ESS) in Student Life to identify accommodations that can help mitigate barriers to your success.

Students must contact ESS each term in order for faculty/staff to be notified of your accommodations. Services are not retroactive.

To request accommodation, fill out an application on the ESS webpage:

<https://www.whitworth.edu/cms/administration/educational-support-services/>

Contact Information

Katie McCray, Coordinator for Educational Support Services

Phone: 509.777.3380

Email: kmccray@whitworth.edu

Title IX

Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the Title IX Coordinator, Rhosetta Rhodes. The Title IX Coordinator will make the student aware of all options and resources available to them under Whitworth University policies and under the law.

There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include counselors in Counseling Services, health center staff, and any of the university chaplains on the staff of Campus Ministries.

Contact Information

Rhosetta Rhodes, Title IX Coordinator, Vice President for Student Life and Dean of Students

Phone: 509.777.4536; Email: titleixcoordinator@whitworth.edu

Counseling Center: 509-777-3259; Schumacher Hall

Campus Ministries: 509-777-4345; Beeksma Family Theology Center

Health Center: 509-777-3259; Schumacher Hall

Non-discrimination

Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age, or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

Fair and equitable treatment

Whitworth University professors strive to treat all students fairly and equitably, applying the same rigorous standards and expectations to each of our students and working to invite students from all backgrounds into the challenges and rewards of our academic disciplines. Students

who have concerns about classroom fairness should contact Associate Provost Brooke Kiener, McEachran Hall 220, 509.777.4657, bkiener@whitworth.edu.

Safety Information

Whitworth University cares about your welfare in the event of an emergency. During the first week of this course, please familiarize yourself with safety information posted in this classroom. Please visit <https://www.whitworth.edu/generalinformation/healthsafety/index.htm> if you have further questions.

Classroom Behavior (from the 2020-2021 catalog)

Students and faculty are expected to demonstrate civility, understanding and mutual respect. Disruptive classroom behavior will not be tolerated. Disruptive behavior may include, but is not limited to, threatening or abusive language or behavior, making unreasonable demands on faculty for time and attention, erratic and/or irrational behavior, continually speaking without being recognized, other verbal or behavioral expressions that interfere with the classroom environment, bringing unregistered persons to class without the permission of the instructor, and persistent disruptions including inappropriate computer use, ringing of electronic devices, etc. If a student exhibits disruptive classroom behavior, the faculty member should confront the student, clearly identify the disruptive behavior, and require that the behavior cease. A faculty member may at any time remove a student from the classroom for disruptive behavior. A faculty member, in consultation with the department chair or program director, may develop a classroom behavioral contract outlining expectations and consequences for a student who does not meet expectations, or may refer a disruptive student to the associate provost for instruction.

The associate provost will meet with any student who is referred, or who continues to disrupt the learning environment. Students may be placed on behavioral probation or suspension based on the nature of the disruption. Behavioral suspension may include suspension from one or more classes for the duration of the current term or for a longer period.