

GLOBALIZATION IN ASIA

GLOA Capstone




GLOA 400-001, Fall 2021. TR 10:30–11:45AM. Classroom: Horizon Hall 1007
Global Affairs Program, George Mason University

Last Revised: August 10, 2021

(a preliminary version, subject to change: check back to the Blackboard frequently)

INSTRUCTOR

Dr. Byunghwan Son

- Contact:  [bson3\(at\)gmu.edu](mailto:bson3(at)gmu.edu)  [Google Scholar](#)  [GLOA faculty page](#)
- Office: Horizon Hall 6235
- Office Hours: TR 2:30–4:00
 - There should be the University guideline regarding students' visits to faculty offices (or more generally guidelines about any in-person meetings). We will strictly adhere to that.
 - Zoom-in office hours are not available. We can always handle things through emails as effectively when we cannot meet in person.
- Email Policies
 - you can email me whenever you want, but my responses to emails sent to me after 5 pm weekdays as well as any time during the weekend will be *significantly* slow. For best responses, you might want to try to use the normal working hours (9 AM to 5 PM, Monday through Friday).
 - in your email, please indicate 1) who you are (name) and 2) which class you're in (GLOA 400).
 - important: Use only the Mason email for any communication to [protect your privacy](#). This is a very strict GMU rule—which is also based on a federal law. But most importantly, this is a smart thing to do. Emails from a non-Mason account, even if it is really about the class, won't be answered (though I try to reply back saying 'send it again using your Mason account'). If you are not getting my response to your email for a long time, first check if you sent it from your Mason account.

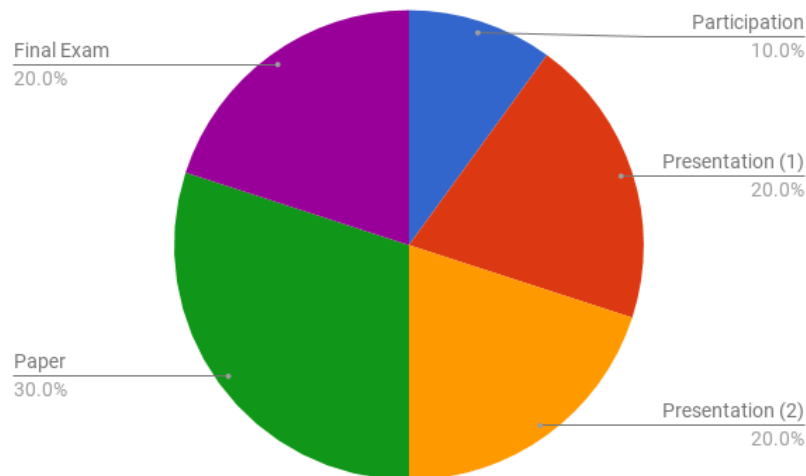
COURSE DESCRIPTION

Asia is generally considered a 'winner' of globalization due largely to the region's miraculous economic success in the past decades. Not discussed as frequently are 1) the challenges each society in the region faces in political, economic, and/or cultural fronts and 2) the diverse ways in which such challenges are perceived in different countries. In this class, we tackle these two large issues by identifying what these challenges are in general and by discussing how each of the countries in the region fares on those challenges. The specific issue areas where this discussion takes place includes, but not limited to, democratic regime; welfare system; immigration; financial crisis; territorial disputes; corruption; inequality; transitional justice and human rights. While most of the

countries in the region will be covered, the discussion will revolve mostly around China, Japan, South Korea, and Taiwan. The course is open to all GLOA students but should be of particular interest for those with one of the four concentrations: Global Economy and Management; Global Governance; International Development; Asia. The course fulfills the Mason Core 'Synthesis' requirement.

COURSE REQUIREMENT

Your grades are determined:



Participation(10%)

- active participation in class discussion is expected of every student. As is the case in any class, we learn the most when we talk.
- the evaluation on your participation rests upon my *subjective* assessment of the extent to which you contributed to our collective understanding of the class subject. In practical terms, both frequency and quality matter. In general, the more, the better.
- engaging in your classmates' presentation (i.e., asking questions) is a great way of participation.

Current Event Presentation (20% × 2 = 40%)

- This presentation is one of the core (actually the most important) elements of this capstone course. You're doing an empirical exercise (well, actually two) to intellectually wrap up your GLOA experience, which is really what the capstone is about.
- You are asked to give **two** presentations in this course on current events relevant to globalization in Asia. Starting from 9/9 (and ending on 11/12), in each meeting there will be some people presenting. In our first meeting, there will be a sign-up sheet available.
- 'Current event' is defined as any political, economic, or social event that happened in 2019, 2020, or 2021 where at least one of the Asian countries (and/or individuals) played a major role. An event that started before 2019, as long as there was a major development in the event in or after 2019, may also count.

- Topics should be on globalization, broadly defined. Consider the following when choosing your topic. You are encouraged to discuss your topic with me in advance.
 - **public.** Not your or someone else's personal experience but an event (or the news thereof) that a sizeable number of the global public was exposed to. A 'controversy' that happened *only* at a corner of the internet (e.g., Reddit) might not qualify. If there was the topic was covered quite a bit by the global media, that's a safe bet.
 - **the premise is based on verifiable facts.** A story of an individual based on rumors wouldn't cut it. Try to avoid the cases built on 'accusations.'
 - **at least some components of the story crosses borders.** Something that 1) happened solely within a country and 2) matters only to that country would not qualify (granted, few of such one-country events exist these days).
- Your presentations are expected to be more in-depth, focused, and analytical than, say, a Wikipedia entry. Limiting the time frame and or geographical coverage would be a good strategy. A descriptive overview that reads like a 'social commentary' or punditry essay should be avoided. A generic chronicling of an event is also not desirable. Be concrete, specific, and focused. So 'how did the Taiwanese referendum established a legality for same-sex marriage in 2018?' is much more preferable to 'same-sex marriage in Taiwan.'
- You are expected to present two separate events. They may or may not be about same country or organization. If there is a major development in the case after the first presentation, you are allowed to present the same event twice—but this is very rare.
- The presentation can take whichever form you find most appropriate/effective. A *typical* format would look like:
 1. an explanation as to why the case deserve our attention
 2. the background \Leftarrow *minimize*
 3. who the major actors are
 4. why it is a case of globalization.
- The presentation is expected to be less than 10 minutes (such that we can have enough Q and A).

Current Event Paper (30%), **Due 10:30AM, 12/2**

You are asked to choose one of the current events you presented and write an analytical essay on it. The purpose of this exercise is to get you to think about globalization analytically in the context of the current event of your interest. This is the centerpiece of this capstone course. The paper should include:


1. All the basic components delivered in the presentation.
2. How globalization affected the onset and/or development of the event. To do this, you may talk about what the event would have been like (or whether it was ever likely) without the kind of globalization that did take place in Asia.
3. A comparative perspective (cross-country or -region comparison) is welcome, but not required.
4. The paper should not be longer than 3,000 words. There is no minimum required but the typical length tends to be between 2.5k and 3k words.
5. As always, a proper citation style (e.g., APA) is required.
6. The paper is due 10:30AM, 12/2 (to be submitted via Blackboard).

Final Exam (20%): 10:30AM, 12/14

- The final exam consists of two essays.
- One essay will broadly reflect one of the general topics we covered in the course. You will be given two questions and asked to choose one.
- The other essay will be specifically about the presentations that your classmates gave. You will be given three and asked to choose one. (If the question is about your own presentation, you should choose one of the other two).
- Questions will be posted in blackboard in advance (10:30 AM, 12/12).
- The deadline is 10:30 AM, 12/14. 48 hours are given *not* because you're expected to spend all that time, but because I want to give you some flexibility. So absolutely no extension on this deadline.
- More details will be provided when we get closer to the end of the semester.

COURSE POLICY

Safety

We follow [GMU safety policies](#). Everyone has to be vaccinated (with exceptions identified by the University). In addition, I **strongly** encourage you to mask up. Many of us live with family members who are immune-compromised or not eligible to be vaccinated. Vaccinated people can still carry the virus and spread it to these other people. We all have to do our best for preventing such a thing from happening and this class is no exception. I have two children not old enough to be vaccinated and will mask up. Yes, it will be immensely inconvenient. It won't feel normal. Because it isn't. We have to stop pretending that normalcy has been restored and accept that we are still in a crisis. We need to fight back together as a community by choosing safety over inconvenience (or a weird definition of 'freedom'). I will mask up  inside and hope you do too.

Assignment Submission

- All assignments (the final paper and exam) are expected to be submitted electronically in Blackboard ('Assignment Submission' tab).
- Technical difficulties are not rare. Try to submit it early if you can.
- Be sure to make it a **pdf** file. This is the safest form that very rarely crashes.
- There is no preference for citation style, but do follow one of the commonly used styles (such as [APA](#) or [Chicago](#)) consistently. In any case, [author-year] format (also known as in-text style) is strongly preferred to footnotes when it comes to citations.
 - Why do we care about formatting (and perhaps proof-reading)? Because it has real-life consequences. [Research](#) has shown that people read a lot from basic mistakes in easy-to-correct things.
- **2%** reduction in grade (e.g., for the final exam, -0.4 point) will be applied to a same-day late submission (so it is still a good idea to turn things in no later than the day of the deadline—the damage would be minimal!). Additional **5%** reduction will be added for every midnight (11:59 pm) until the submission.

Accommodations

If you have a documented learning disability or other condition that may affect academic performance you should: 1) Make sure this documentation is on file with the Office of Disability Services (SUB I, Rm. 222; 993-2474; www.gmu.edu/student/drc) to determine the accommodations you need; and 2) Talk with me to plan your accommodation needs. Covid-19 Disability Service Update: <https://ds.gmu.edu/response-to-covid-19/>.

Academic Integrity

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honors committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. When you use someone else's work, you will give that source full credit, typically in the form of an in-text citation and bibliographic reference. If you are unaware of what counts as plagiarism see here:

<http://mason.gmu.edu/~montecin/plagiarism.htm>.

Students caught violating the Honor Code will receive a failing grade in this course and will be reported to the proper university authorities for further disciplinary action. Note that all assignments and exams you turn in are subject to automatic plagiarism check built in Blackboard.

Grading Scale

>= 93.00	A	77.00 - 79.99	C+
90.00 - 92.99	A-	73.00 - 76.99	C
87.00 - 89.99	B+	70.00 - 72.99	C-
83.00 - 86.99	B	60.00 - 69.99	D
80.00 - 82.99	B-	<= 59.99	F

The class does not give 'I' (incomplete).

Note that the grades won't be 'rounded up.' 92.999999999, for example, is still A-.

Extra Credits

In line with GMU policies, the class does not offer students any extra activities to grant extra credits particularly towards the end of the semester to 'bump up' the grade.

Rubric (or lack there of)

There's is no hard rubric for the written assignments as well as presentation as there could be many different ways to do a good work. But here's some expectations for a certain level of grades. *Concretness* is always an important factor that would explain the variation within each column in the table below.

Paper:	[30.0-29.0]	[28.9-26.0]	[25.9-22.0]	[21.9-15.0]
Presentation / Final Exam:	[20.0-19.0]	[18.9-17.0]	[16.9-13.0]	[12.9-10.0]
extraordinarily insightful analysis (“ <i>you made me cry</i> ”)	✓			
direct answer with relevant points (“ <i>there’s no major shortcoming</i> ”)	✓	✓		
proper format w/ reasonable clarity (“ <i>You are trying to make a point and I am confident that I understand it</i> ”)	✓	✓	✓	
meeting minimal requirements (“ <i>it talks about a relevant topic and is submitted on time</i> ”)	✓	✓	✓	✓

Diversity Statement

* this section reflects in part [Mason’s diversity statement](#).

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.


There’s a practical element here too. You (will) live in an increasingly diverse society where practicing inclusiveness might help you in the long-run (even if you do not agree with some of these values!). You are strongly encouraged to check out important websites such as [Anti-Racism Resources](#) and [GMU Religious Holiday Calendar](#). It is the obligation of the student to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent due to religious observances.

‘Life Happened’

In this challenging time, we can all use some compassion although we always strive for academic rigor and excellence. During the pandemic, it is understood that people can be in an unexpected situation, mentally or physically. You are allowed to use one ‘life happened’ chance. What it does is to extend the deadline (or presentation date) by two weeks. **No question will be asked.** Just drop an one-sentence email that specifies 1) you are using this and 2) for what assignment. This applies to any of the two presentations and the final paper (but not the final essay which cannot be delayed). This does **not** mean that you cannot call in sick and ask for an extension. You can do that when you need it. Medical emergency is considered seriously just as it is in any other class. In fact, **never** come to class if you feel sick during this pandemic. ‘Life Happened’ is just a stress-free, versatile, and extra card that you can use in case you need an extension without bothering talking about


why. It cannot be used retroactively (i.e., once the deadline of the assignment passes, you cannot use it).

READING SCHEDULE

- * Unless familiar with quantitative methods, you will find some of the readings quite ‘math-heavy.’ It is not the purpose of this class for you to have a line-by-line understanding of the quantitative parts of each reading. You are asked, instead, to figure out what the authors actually want to deliver through all those numbers and equations. We will work on this whenever necessary and I am more than happy to help you on this individually.
- * Unless specified as ‘**not required but recommended**’, all the listed readings are required readings.
- * **The readings can be—and will be—added or deleted.** Check frequently on Blackboard for changes.
- * Most readings here are available through GMU library webpage (<https://library.gmu.edu/>). It is part of the training that you get yourself familiar with finding these academic materials in the library (your tuition money goes to GMU’s subscriptions to all these academic journals—many of which are quite a lot of ). Those unavailable in the Library or free online will be made available in Blackboard (‘Readings’ in ‘Course Contents’ tab).

1. The Ground Work

8/24, Introduction (1)

- Course Introduction.
- So you think you know Asia? Quiz (*not graded*)
- History of Asia, a short-summary .

8/26, Introduction (2)

- What is globalization? A review: Steger, M. (2013). *Globalization: A Very Short Introduction*. Oxford University Press, New York, NY. Chapters 1 & 2 (Blackboard).
- King, G., Keohane, R. O., and Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press, Princeton, Ch. 1 (**not required but recommended**)

8/31. Perspectives: Orientalism and its Critiques

- Said, E. W. (1978). *Orientalism*. New York: Random House. Select chapters (Blackboard).
- Avenell, S. (2014). What is Asia for us and can we be Asians? the New Asianism in contemporary Japan. *Modern Asian Studies*, 48(6):1594–1636.

2. Politics

9/2, 7. Autocratization and Populism in Asia

- Slater, D. and Wong, J. (2013). The Strength to Concede: Ruling Parties and Democratization in Developmental Asia. *Perspectives on Politics*, 11(3):717–733.
- Arugay, A. A. and Slater, D. (2019). Polarization Without Poles: Machiavellian Conflicts and the Philippines' Lost Decade of Democracy, 2000–2010. *The ANNALS of the American Academy of Political and Social Science*, 681(1):122–136.
- Loughlin, N. (2021). Chinese linkage, leverage, and cambodia's transition to hegemonic authoritarianism. *Democratization*, 28(4):840–857.
- Croissant, A. and Haynes, J. (2021). Democratic regression in asia: introduction. *Democratization*, 28(1):1–21. (not required but recommended)

9/9, 14. Political Freedom (in China)

- King, G., Pan, J., and Roberts, M. (2014). Reverse-engineering censorship in china: Randomized experimentation and participant observation. *Science*, 345(6199):1–10. Available at: <https://rb.gy/epa1da>.
- King, G., Pan, J., and Roberts, M. (2017). How the chinese government fabricates social media posts for strategic distraction, not engaged argument. *American Political Science Review*, 111(3):484–501. (not required but recommended)
- Freedom House Country Report, Hong Kong. 2020. Available at: <https://rb.gy/7o1qg2>.
- Cheung, Fernando. 2020. "Why did Hong Kong delay its election by a year?" New York Times. <https://rb.gy/bji14q>.

🔑 As a Mason student, you have a free subscription to NYT and Financial Times. Refer to this link (<https://www2.gmu.edu/news/316741>) to activate it.

3. Security and Conflict

9/16, 21. North Korea: who are they and what do they do?

- Park, J., Lee, J., Seto, K., Hochberg, T., Wong, B. A., Miller, N. A., Takasaki, K., Kubota, H., Oozeki, Y., Doshi, S., Midzik, M., Hanich, Q., Sullivan, B., Woods, P., and Kroodsma, D. A. (2020). Illuminating dark fishing fleets in north korea. *Science Advances*, 6(30):1–6.
- Byman, D. and Lind, J. (2010). Pyongyang's survival strategy: tools of authoritarian control in North Korea. *International Security*, 35(1):44–74.
- Chang, Y., Haggard, S., and Noland, M. (2009). Exit Polls: Refugee Assessments of North Korea's Transition. *Journal of Comparative Economics*, 37:144–150.
- Salisbury, D. (2021). Spies, diplomats and deceit: Exploring the persistent role of diplomatic missions in north korea's wmd proliferation and arms trafficking networks. *Asian Security*, Forthcoming. Doi: <https://doi.org/10.1080/14799855.2021.1942848>. (not required but recommended)

9/23, 28. Territorial Disputes: bad neighbors

- De Castro, R. C. (2020). The Limits of Intergovernmentalism: The Philippines' Changing Strategy in the South China Sea Dispute and Its Impact on the Association of Southeast Asian Nations (ASEAN). *Journal of Current Southeast Asian Affairs*, 39(3):335–358.

- Zhao, S. (2020). East Asian Disorder: China and the South China Sea Disputes. *Asian Survey*, 60(3):490–509.
- Wiegand, K. E. and Beuck, E. (2020). Strategic Selection: Philippine Arbitration in the South China Sea Dispute. *Asian Security*, 16(2):141–156.
- Kobayashi, T. and Katagiri, A. (2018). The “Rally’round the Flag” Effect in Territorial Disputes: Experimental Evidence from Japan–China Relations. *Journal of East Asian Studies*, 18(3):299–319.
- Clover, C. and Peel, M. (2016). Philippines’ Rodrigo Duterte announces separation from US. Financial Times. October 20, 2016. Available at: shorturl.at/cvMX9. (not required but recommended)

4. Economy

9/30, 10/5. Development: How was Asia (not) different?

- Rodrik, D. (2009). *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton University Press, Princeton, NJ. Select chapters (Blackboard)
- Kohli, A. (2009). Nationalist vs. dependent capital development. *Studies of Comparative International Development*, 44:385–410.
- Haggard, S. (2004). Institutions and growth in East Asia. *Studies in comparative international development*, 38(4):53–81.

10/7, 14. China’s Century? ‘Belt and Road’ & Economic Hegemony

- Gong, X. (2019). The Belt & Road Initiative and China’s influence in Southeast Asia. *The Pacific Review*, 32(4), 635–665.
- Jones, L. (2020) “China’s Belt and Road Initiative Is a Mess, Not a Master Plan” Foreign Policy. Oct 9. 2020. Available here: <https://rb.gy/g4vyae>. Also in Blackboard.
- McDowell, D. and Steinberg, D. A. (2017). Systemic strengths, domestic deficiencies: The renminbi’s future as a reserve currency. *Journal of Contemporary China*, 26(108):801–819.
- Hurley, J., Morris, S., and Portelance, G. (2019). Examining the debt implications of the Belt and Road Initiative from a policy perspective. *Journal of Infrastructure, Policy and Development*, 3(1):139–175. (not required but recommended)

10/12. No Class (Fall Break Adjustment)

5. Society

10/19. Asian Hate and Covid-19

- Gries, P. and Turcsányi, R. (2021). Chinese pride and European prejudice: How growing resentment of China cools feelings toward China in Europe. *Asian Survey*, Forthcoming. Doi: <https://doi-org.mutext.gmu.edu/10.1525/as.2021.1397345>.
- Ho, J. (2021). Anti-Asian racism, Black Lives Matter, and COVID-19. *Japan Forum*, 33(1):148–159.
- Reny, T. T. and Barreto, M. A. (2020). Xenophobia in the time of pandemic: othering, anti-Asian attitudes, and COVID-19. *Politics, Groups, and Identities*, Forthcoming. Doi: <https://doi.org/10.1080/21565503.2020.1769693>.

- Fan, Y., Pan, J., Shao, Z., and Xu, Y. (2020). How Discrimination Increases Chinese Overseas Students' Support for Authoritarian Rule. Working Paper. Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3637710. (not required but recommended)


10/21, 26. Immigration / Ethnicity

- Lee, Y. (2011). Overview of trends and policies on international migration to east asia: Comparing japan, taiwan, and south korea. *Asian and Pacific Migration Journal*, 20(2):117–131.
- Facchini, G., Nakata, H., and Margalit, Y. (2016). Countering public opposition to immigration. IZA Discussion Paper. 10420. <http://ftp.iza.org/dp10420.pdf>.
- Yamanaka, K. (2010). Civil Society and Social Movements for Immigration Rights in Japan and South Korea: Convergence and Divergence in Unskilled Immigration Policy. *Korea Observer*, 41(4):615–647.
- Hur, A. (2018). Adapting to Democracy: Identity and the Political Development of North Korean Defectors. *Journal of East Asian Studies*, 18(1):97–115 (not required but recommended).
- Barany, Z. (2019). The Rohingya Predicament. Why Myanmar's Army Gets Away with Ethnic Cleansing. Istituto Affari Internazionali Papers 19. Available at: <https://www.iai.it/sites/default/files/iaip1907.pdf> (not required but recommended).
- Peng, I. (2016). Testing the Limits of Welfare State Changes: The Slow-moving Immigration Policy Reform in Japan. *Social Policy & Administration*, 50(2):278–295 (not required but recommended).

10/28, 11/2, 4. Human Rights, Transnational Crimes and Transitional Justice

- Kim, E., Yun, M., Park, M., and Williams, H. (2009). Cross-border North Korean women trafficking and victimization between North Korea and China. *International Journal of Law, Crime, and Justice*, 37:154–169.
- Elliott, L. (2007). Transnational environmental crime in the Asia Pacific: an 'un (der) securitized' security problem? *The Pacific Review*, 20(4):499–522.
- Cheesman, N. (2017). How in Myanmar "National Races" came to surpass citizenship and exclude Rohingya. *Journal of Contemporary Asia*, 47(3):461–483.
- .
- Togo, K. (2010). The assertive conservative right in Japan: their formation and perspective. *SAIS Review of International Affairs*, 30(1):77–89 (not required but recommended).
- Kinney, D. (2012). Rediscovering a massacre: The filmic legacy of Iris Chang's *The Rape of Nanking*. *Continuum*, 26(1):11–23 (not required but recommended).
- Henry, N. (2013). Memory of an injustice: The "comfort women" and the legacy of the Tokyo Trial. *Asian Studies Review*, 37(3):362–380 (not required but recommended).

11/9, 12. Environment in Asia

- South China Morning Post. 2019. "Indonesia sends 547 shipping containers of trash back to wealthy Western countries" 
- Xu, G., Xu, W., and Gui, B. (2019). Administrative Reform and Environmental Protection: The Case of China. *Journal of East Asian Studies*, 19(1):39–59.
- Zaidi, S. A. H., Zafar, M. W., Shahbaz, M., and Hou, F. (2019). Dynamic linkages between globalization, financial development and carbon emissions: Evidence from Asia Pacific Economic Cooperation countries. *Journal of Cleaner Production*, 228:533–543.

- [Most Polluted Cities in the World](#) (just take a look).
- Bikkina, S., Andersson, A., Kirillova, E. N., Holmstrand, H., Tiwari, S., Srivastava, A. K., Bisht, D. S., and Gustafsson, Ö. (2019). Air quality in megacity Delhi affected by countryside biomass burning. *Nature Sustainability*, 2(3):200–205.

11/16, 18, 23, 30. Consult me on your final paper

- Sign-up sheet will be made available. Participation **entirely optional**.

11/25. Thanksgiving Break. No class

12/2. Wrap-up

- Current Event Paper due (Blackboard)
- A reserve date for presentations
- Course evaluation

12/14. Final Exam (10:30AM)

- The exam schedule is determined by the University.
- The exam will be made available in Blackboard 48 hours in advance (10:30 AM, 12/12)
- There will be a separate instruction document for the final as we get closer to the end of the semester.