



M.A. (DLB)0743– Politics of East Asia
Elective- Fall 2024

Course Information

Course Duration: 15 weeks

Credit Hours: 3 hours

Meetings: By Appointment

Location:

Prerequisites: None

Equivalent Courses: None

Exclusive Courses: None

Instructor Information

Instructor: Dr. Manoj Kumar Panigrahi

Biography:

Dr. Manoj Kumar Panigrahi is currently an Assistant Professor and co-Director of the Centre for Northeast Asia Studies, in Jindal School of International Affairs at O.P. Jindal Global University. He is also a Non-Residential Research Fellow at Taiwan NextGen Foundation, Taipei. He teaches courses on Taiwanese History and Politics, Cross-strait relations between Taiwan and China, East Asian Politics, and Peace-making in Ethnic Conflicts. His recent publication includes a monograph published in titled, “Taiwan-China Conundrum: What Can be India’s Policy Trajectories?” (October 2023) and a co-edited book titled, “Drifts and Dynamics: Russia’s Ukraine War and Northeast Asia” (August 2022).

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1. Course Description

This course is designed to provide students with an introduction to critical issues in the contemporary international politics of East Asia (E.A.) since 1945. The geographical term of E.A. is generally used for-- China, Taiwan, Japan, North and South Korea. However, the E.A. region is also influenced by several major powers such as U.S. and Russia, who have played a key role in influencing the region's foreign policies.

E.A. provides a fascinating group of countries to learn. Having the "rise" of China vis-à-vis USA's "pivot to Asia," it brings together three of the world's largest economies (U.S., China, and Japan), three of the United Nation's Security Council's permanent members (U.S., Russia, China), and the disputed nations (China/Taiwan, and North/South Korea).

The course is divided into two main parts:

- a) Framework and Perspectives
- b) Understanding East Asian countries

2. Course Intended Learning Objectives(Aim)

In all, the course aims to provide students fundamental conceptualizations and perspectives revolving around the E.A. region. Although this may suggest many issues related to security and prosperity seemingly fall within the "orthodox" subjects of International Relations.

In this module, students will learn about crucial states involved in contemporary E.A. politics. Specifically, they will examine the role of the individual E.A. countries in regional and world politics. Students are expected to explore and analyze the critical events of E.A. since 1945.

It is expected that students would analyze the current issues involving E.A. countries with the topics and historical aspects learned in this course. By the end of this course, students shall interpret issues of the region in a more objective manner and link them to theories and questions raised.

<i>Course Intended Learning Outcomes</i>	<i>Teaching and Learning Activities</i>	<i>Assessments/ Activities</i>
To understand the key developments in the politics and international relations of E.A. since 1945 and how governments in E.A. are structured and how political parties and civil society interact with governments.	Introduction of the region and regionalism.	Guest Lectures Field visits Simulation
To be able to carry out research independently and investigate various issues analytically.	The East Asian region will be discussed and debated.	Review of different policies.
Understand and correlate the	Guest lectures	Discussion in-class and

present regional geopolitics to the current world scenario.		field visits
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3. Scheme of Evaluation and Grading Evaluation breakup

Participation and Discussion	10%
Class Quiz	30%
Report 1	15%
Report 2	15%
Final Exam	30%

Grade Definition

Grading and Comments			
Letter Grade	Percentage of Marks	Grade Points	Comments
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules, and principles, critically analyze existing material, and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems, and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems, and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter

			and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills, and marginal use of the relevant materials. Will require repeating the course.

4. Academic Integrity

Students need to provide an original analysis in all their assignments and have a rigorous approach towards the sources. Students are expected to go through the following resources available at <https://usingsources.fas.harvard.edu/what-constitutes-plagiarism> to understand the principles of plagiarism. Students will be PENALISED if any case of plagiarism caught by the instructor.

Attendance Policy and Participation policy are equivalent to the standards set by the Jindal School of International Affairs.

Usage of electronic equipment's in any form is prohibited in the class and in-class consuming of food and beverages, unless the instructor permits to do so in the class.

5. Keyword Syllabus

China, Taiwan, Japan, Korean Peninsula, Taiwan Strait, Regionalism, USA, China, East Asia,

6. Course Material

There is no specific book for the course, each week is divided along with its specific readings.

7. Session Plan

Session	General Topic	Readings
Framework and Perspectives		
W1	Introduction to the class	a) David Shambaugh, (2014) "International Relations in Asia: A multidimensional analysis," in David Shambaugh and Michael Yahuda, eds. <i>International Relations of Asia</i> , 2 nd ed. Chapter 1,2, and 3. <i>Lanham & Boulder: Rowman and Littlefield</i> . b) Calder, Kent E. and Fukuyama, Francis

		<p>(2008), East Asian Multilateralism: Prospects for Regional Stability. <i>John Hopkins University Press</i></p> <p>c) Calder, Kent E. and Min Ye (2010) <i>The Making of Northeast Asia</i>, Chapter 1 and 2</p> <p>d) Jo, S. (2015). The Blind Men, the Elephant, and Regional Order in Northeast Asia: Towards a New Conceptualization. <i>Japanese Journal of Political Science</i>, 16(4), 507-531</p>
W2	Framing of Regional Groupings and East Asia	<p>a) Acharya, A. (2007). The Emerging Regional Architecture of World Politics. <i>World Politics</i>, 59(4), 629-652.</p> <p>b) Nair, D. (2009). Regionalism in the Asia Pacific/East Asia: A Frustrated Regionalism? <i>Contemporary Southeast Asia</i>, 31(1), 110-142.</p> <p>c) Pempel, T. (2010). Soft Balancing, Hedging, and Institutional Darwinism: The Economic-Security Nexus and East Asian Regionalism. <i>Journal of East Asian Studies</i>, 10(2), 209-238.</p> <p>d) Davis, W., "Religion and Development: Weber and the East Asian Experience" in Myron Weiner and Samuel Huntington eds. <i>Understanding Political Development</i>.</p>
Understanding East Asian countries		
W3	China- Building of Chinese Foreign Policy	<p>a) Hu, Weixing (1995) <i>China's security agenda after the cold war</i>, The Pacific Review, 8:1, 117-135</p> <p>b) Lai, Hongyi & Kang, Su-Jeong (2014) Domestic Bureaucratic Politics and Chinese Foreign Policy, <i>Journal of Contemporary China</i>, 23:86, 294-313</p> <p>c) Varrall, M. (2015). (Rep.). <i>Chinese worldviews and China's foreign policy</i>, Lowy Institute for International Policy.</p> <p>d) Cheng, J. (2013). China's Regional Strategy and Challenges in East Asia. <i>China Perspectives</i>, (2 (94)), 53-65.</p>
W4	China at Present	<p>a) Glaser, B., & Medeiros, E. (2007). The Changing</p>

		<p>Ecology of Foreign Policy-Making in China: The Ascension and Demise of the Theory of "Peaceful Rise". <i>The China Quarterly</i>, (190), 291-310.</p> <p>b) Yoshimatsu, Hidetaka (2009) The Rise of China and the Vision for an East Asian Community, <i>Journal of Contemporary China</i>, 18:62, 745-765</p> <p>c) Varrall, M. (2013). Chinese Views on China's Role in International Development Assistance. <i>Pacific Affairs</i>, 86(2), 233-255.</p> <p>d) Nie, W. (2016). Xi Jinping's Foreign Policy Dilemma: One Belt, One Road or the South China Sea? <i>Contemporary Southeast Asia</i>, 38(3), 422-444.</p> <p>e) Kwong, Y. (2016). The Growth of "Localism" in Hong Kong: A New Path for the Democracy Movement? <i>China Perspectives</i>, (3 (107)), 63-68.</p>
W5	Taiwan in East Asia	<p>a) Wu, Der-yuan, "Exceptionalism under Glass Ceiling? Taiwan's Democratic Development and its Challenges" in Agata Zietek, Ewa Trojnar and Anna Rudakowska eds. <i>Taiwan Exceptionalism</i>, (Jagiellonian University Press, 2019)</p> <p>b) Friedman, E. (2009). Chineseness and Taiwan's Democratization. <i>American Journal of Chinese Studies</i>, 16, 57-67.</p> <p>c) He, Y. (2010). Competing Narratives, Identity Politics, and Cross-Strait Reconciliation. <i>Asian Perspective</i>, 34(4), 45-83.</p> <p>d) Jacobs, J., & Liu, I. (2007). Lee Teng-Hui and the Idea of "Taiwan". <i>The China Quarterly</i>, (190), 375-393.</p> <p>e) Roy, D. (2017). Prospects for Taiwan Maintaining Its Autonomy under Chinese Pressure. <i>Asian Survey</i>, 57(6), 1135-1158.</p>
W6	Taiwan and its Identity and Policies	<p>a) Burgoyne, M. (2020). "Taiwan's Fight For International Space" in <i>Hindsight, Insight, Foresight: Thinking About Security in the Indo-Pacific</i> (pp. 317-330, Rep.) (Vuving A., Ed.).</p>

		<p>Daniel K. Inouye Asia-Pacific Center for Security Studies.</p> <p>b) Bush, Richard. (2011). Taiwan and East Asian Security. Orbis.</p> <p>c) Bing, N. (2017). Taiwan's Go South Policy: "Déjà vu" All Over Again? <i>Contemporary Southeast Asia</i>, 39(1), 96-126.</p> <p>d) Nealer, K., & Fimbres, M. (2016). Taiwan and Regional Trade Organizations: An Urgent Need for Fresh Ideas. <i>Asia Policy</i>, (21), 67-82.</p> <p>e) Alexander, C. (2015). Development Assistance and Communication: The Case of the Taiwan International Cooperation and Development Fund. <i>Global Governance</i>, 21(1), 119-139.</p>
W7	Documentary and Discussion	TBD
W8	Class Quiz	
W9	Japan in East Asia	<p>a) Ward, R. (1963). Political Modernization and Political Culture in Japan. <i>World Politics</i>, 15(4), 569-596.</p> <p>b) Kohno, M. (2001). On the Meiji Restoration: Japan's search for sovereignty? <i>International Relations of the Asia-Pacific</i>, 1(2), 265-283.</p> <p>c) Pempel, T.J., "Japan Dealing with Global Forces: Multilateralism, Regionalism, Bilateralism" in D.H. Claes and C.H. Knutsen eds. <u>Governing the Global Economy</u>, Routledge 2011, pp. 204-222.</p> <p>d) Terada, Takashi. (2006). Forming an East Asian Community: A site for Japan–China power struggles. <i>Japanese Studies</i>. 26. 5-17</p>
W10	Japan at Present Times	<p>a) Song, Y. (2019). Peaceful Proposals and Maritime Cooperation between Mainland China, Japan, and Taiwan in the East China Sea: Progress Made and Challenges Ahead. In Lee S., Lee H., Bautista L., & Zou K. (Eds.), <i>Vol. 22 (2016), Asian Yearbook of International Law: Volume 22 (2016)</i> (pp. 20-49). LEIDEN; BOSTON: Brill</p> <p>b) Kim, J. (2015). Rethinking the role of identity factors: The history problem and the Japan–</p>

		<p>South Korea security relationship in the post-ColdWar period. <i>International Relations of the Asia-Pacific</i>, 15(3), 477-503.</p> <p>c) Nakato, S. (2013). Japan's Responses to the North Korean Nuclear Crisis: Responsive Engagement Perspectives. <i>The Journal of East Asian Affairs</i>, 27(1), 47-74.</p> <p>d) Miyagi, Taizo (2011) Post-War Asia and Japan—Moving beyond the Cold War: an Historical Perspective, <i>Asia-Pacific Review</i>, 18:1, 25-44</p>
W11	Korean Peninsula-I	<p>a) Liao, N. (2014). Comparing Inter-Korean and Cross-Taiwan Strait Trust-Building: The Limits of Reassurance. <i>Asian Survey</i>, 54(6), 1037-1058.</p> <p>b) Gelézeau, V. (2010). Beyond the 'Long Partition'. From Divisive Geographies of Korea to the Korean 'Meta-Culture'. <i>European Journal of East Asian Studies</i>, 9(1), 1-24.</p> <p>c) Cho, Y. (2014). Method to the madness of Chairman Kim: The instrumental rationality of North Korea's pursuit of nuclear weapons. <i>International Journal</i>, 69(1), 5-25.</p> <p>d) Chérel-Riquier, E. (2013). The South Korean Catholic Church's Attitude towards North Korea: From Antagonism to Development of Dialogue and Cooperation. <i>Journal of Korean Religions</i>, 4(2), 67-92.</p>
W12	Korean Peninsula-II	<p>a) Lee, S., & Cho, H. (2018). A Subtle Difference between Russia and China's Stances toward the Korean Peninsula and Its Strategic Implications for South Korea. <i>Journal of International and Area Studies</i>, 25(1), 113-130.</p> <p>b) Lim, J. (2018). The Singapore Summit Joint Statement: An Incremental Movement Toward Peace on the Korean Peninsula. <i>North Korean Review</i>, 14(2), 101-112.</p> <p>c) Chun, J. (2016). The role of Japan's civil society organizations and the deteriorating relationship between Japan and South Korea. <i>International Journal</i>, 71(1), 88-106.</p>

		d) Sung, S. (2012). The Role of Hallyu in the Construction of East Asian Regional Identity in Vienna. <i>European Journal of East Asian Studies</i> , 11(1), 155-171.
W13	Multilateralism of East Asian Countries	<p>a) Li, M. (2009). China's participation in Asian multilateralism: Pragmatism prevails. In Huisken R. (Ed.), <i>Rising China: Power and Reassurance</i> (pp. 147-164). ANU Press.</p> <p>b) Katsumata, H. (2014). What Explains ASEAN's Leadership in East Asian Community Building? <i>Pacific Affairs</i>, 87(2), 247-264.</p> <p>c) Grimes, W. (2011). The Asian Monetary Fund Reborn?: Implications of Chiang Mai Initiative Multilateralization. <i>Asia Policy</i>, (11), 79-104.</p> <p>d) Lee, S. (2008). Do Institutions Matter? Regional Institutions and Regionalism in East Asia (pp. 39-51, Rep.) (Tan S., Ed.). S. Rajaratnam School of International Studies.</p>
W14	Major Powers in the Region	<p>a) Klose, S. (2017). The Role of External Security Actors in East Asia: How the EU and the United States shape regional security relations. <i>Studia Diplomatica</i>, 68(4), 37-50.</p> <p>b) Bajpayee, C. (2017). Dephasing India's Look East/Act East Policy. <i>Contemporary Southeast Asia</i>, 39(2), 348-372.</p> <p>c) Turvold, W. (2020). Hindsight, Insight, Foresight: <i>Thinking About Security in the Indo-Pacific</i> (pp. 239-252, Rep.) (Vuving A., Ed.). Daniel K. Inouye Asia-Pacific Center for Security Studies.</p> <p>d) Cai, K. (2003). The ASEAN-China Free Trade Agreement and East Asian Regional Grouping. <i>Contemporary Southeast Asia</i>, 25(3), 387-404.</p>
W15	Revision	

8. Useful News/Journal Media/Scholarly Journals References

Asia Times Online	https://asiatimes.com/
China	http://www.chinadaily.com.cn/ http://en.people.cn/
Taiwan	https://www.taipeitimes.com/ https://focustaiwan.tw/ https://chinapost.nownews.com/
Japan	http://www.asahi.com/ajw/ https://www.japantimes.co.jp/
Korea	https://www.koreatimes.co.kr/www2/index.asp https://www.arirang.com/news/News_Index.asp

7. Course Guidelines

➤ For Report including Presentation (Subject to change depending on the class strength)

- Each student must select a reading from weeks between (W3-14) to do their reports followed by a presentation. Please ensure your selected reading does not overlap with other students' choices (sign-up sheet will be maintained to have transparency).
Students are *encouraged to present* and discuss their reports with the class (30min maximum for presenting the analysis). A good presentation would be indicated by a clear layout of arguments in summary and comments or critiques and a heated discussion evident with feedback from other classmates. It is also expected that students will bring in references from other readings with sources mentioned and present in an original manner rather than just reading the lines from the articles/journals.
- Before the selected week of reading, the student should submit the report to the instructor through email **by midnight the day before the presentation** (Late Penalty will occur if failure to do so). (S)he should also make the report available to all other classmates before class meetings.

- The written report should be of a maximum of 1000-1200 words in the textual content. (Times New Roman, 12 fonts, single space). The files should be named (for example): Manoj_Report1
 - Outstanding students should be able to link the readings to the themes or questions raised in the class in Week 1 and 2, and other key themes, or out of his/her originality, as well as to sum up the author's primary arguments, to make a critical assessment or to highlight any theoretical significance/implications of the case studies (s)he thinks the authors were engaged with. Also, students should feel free to update the development on the case or issues raised by the authors.
- For Final Exam
- Students need to write a final exam (in-class) where the topics from the courses will be put across.
 - The final exam will be of 3hr in total. Each answer should be maximum of **450-500 words** in the textual format.