SYLLABUS: ASIA 116
State, Society, and Culture in Contemporary Asia (Fall 2023)
Class time: Online Credit: 3 hrs.
Instructor: Dr. Jittapim (Nan) Yamprai
Office hours: by appointment/ scheduled via email/phone
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Email: jittapim.yamprai@unco.edu

Course Description: A survey of modern Asia in the aftermath of WW II to the present times with special emphasis on its geo-politics, internal as well as international politics, socio-economic development, society and cultures. 3 credits.

This course meets the criteria for LAC Social & Behavioral Science (LAB3) and LAC International Studies (LAIS) and gtPathways-SS3 (Human Behavior, Culture or Social Frameworks) 3 credits.

The Colorado Commission on Higher Education has approved ASIA116 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 (Human Behavior, Culture, or Social Frameworks) category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to
http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html

Course Goals:
- Students will learn about the situation of Modern-day Asia in the areas of politics and state security, economic growth, human rights, and its influence on society and cultures (GT SS3 Critical Thinking 1a, LAIS 1).
- Identify the critical issues of those areas and strategies in problem solving and developing the nations. (GT SS3 Critical Thinking 2abc and 5ab, LAIS 3 and 4).
- Students examine the role and actions of major world organizations towards the situation of Asia, along with regional interactions among countries within the Asian continent. (Diversity and Global Learning 123a, LAIS 1 and 2).

Student Outcomes:
- Students will be aware of the political, state security, economic, societal and cultural situation in Asia (GT SS3 Critical Thinking 1a, LAIS 1).
- Students will be able to evaluate the causes behind critical issues Asian countries encounter today (GT SS3 Critical Thinking 2abc and 5ab, LAIS 3 and 4).
- Students will be able to identify the strength of Asia through national strategies and the connection and cooperation of major organizations in Asia as well as worldwide organizations (GT SS3 Critical Thinking 1a, 2abc and 5ab, LAIS 3 and 4).
- Students will be able to define the effects of economic growth and the impact of globalization on society and cultures (GT SS3 Critical Thinking 1a, 2abc and 5ab, LAIS 3 and 4).
- Students will be able to formulate opinions about the future circumstances of Asia through synthesis and analysis of the course content (GT SS3 Critical Thinking 1a, 2abc and 5ab, LAIS 3 and 4).

Course-Specific Objectives:
The objective of this course is to examine the situation of Asia after World War II and her progress in the areas of politics and state security, economy, society and cultures in accordance with the impact of westernization and globalization. Evaluate critical issues Asians have encountered after WWII to the present time and analyze their strategies in developing the counties with cooperative plans among countries in Asia. Issues for discussion include Asia during and after the Cold War, regional conflicts (Middle East, South Asia, the Far East, Southeast Asia), the rise of Japan, China and the Confucianist states as economic powerhouses, regional organizations, the role of UN-affiliated agencies, and the impact of globalization upon society and cultures in contemporary Asia.

Required textbook: Students are required to download course materials that accompany the class, which are located online on the UNC Canvas. The course package contains selected readings drawn from book chapters, newspapers, and scholarly articles that relate to the content and issues covered in the course.

Suggested Reading:

Ba, Alice D. *(Re)Negotiating East and Southeast Asia: Region, Regionalism, and the Association of Southeast Asian Nations*. Stanford, Calif: Stanford University Press, 2009.

Beeson, Mark. *Contemporary Southeast Asia*. Basingstoke [England]: Palgrave Macmillan, 2009.

Bose, Sugata, and Ayesha Jalal. *Modern South Asia: History, Culture, Political Economy*. London: Routledge, 2011.

Borthwick, Mark. *Pacific Century: The Emergence of Modern Pacific Asia*. 2014.

Charlton, Sue Ellen M. *Comparing Asian Politics: India, China, and Japan*. 2015.

Dayley, Robert, and Clark D. Neher. S*outheast Asia in the New International Era*. Boulder: Westview Press, 2013.

Guha, Ramachandra. *Makers of Modern Asia*. [S.l.]: Belknap Harvard, 2016.

Owen, Norman G. *The Emergence of Modern Southeast Asia: A New History*. Honolulu: University of Hawai‘i Press, 2005.

Pike, Francis. *Empires at War: A Short History of Modern Asia Since World War II*. London: I.B. Tauris, 2010.

Schoppa, R. Keith. *East Asia: Identities and Change in the Modern World, 1700-Present*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2008.

Shambaugh, David L., Michael B. Yahuda. *International Relations of Asia*. Maryland: Rowman & Littlefield Publishers, 2014.

Sutter, Robert G. *The United States and Asia: Regional Dynamics and Twenty-First- Century Relations*. Maryland: Rowman & Littlefield Publishers, 2015.

Yahuda, Michael B. *Sino-Japanese Relations After the Cold War: Two Tigers Sharing a Mountain*. London: Routledge, 2014.

Recommended Databases: Ebrary, EBSCOeBook Collection, eHRAF World Cultures, New York Times, Newspaper Source

Course Materials: Students should have pen, pencil, eraser, and notebook at every class. Also, a folder to organize handouts and assignments will be needed.

Grading:

20% Participation

This includes 3 online quiz (multiple choices) based on the module of the class lectures and from the reading assignment. Complete this before the end of the course (12/8).

45% Three written analyses of current news (15% each)

Students will write about recent news, issues, or events of any countries in Asia by gathering information from reliable/scholarly sources including articles from scholarly journals, newspapers, or online news (CNN, BBC, Fox News, MSNBC, HuffPost, etc.). The 3 writing assignment areas are (1) situation of politics and state security; (2) society & human rights, economic; (3) cultures. Student can select their own topic in each area, sources of news, as well as the location of the event (Middle East, South Asia, East Asia, and Southeast Asia).

Each writing assignment has to have a clear and concise statement of the news that displays significant information involving the people, date, and place of the event. The issues of the news and its outcome, along with the cause or motive behind the action have to be mentioned. Students have to clarify consequences and impact of the issue regionally, nationally, and internationally. The writing needs to end with a conclusion paragraph that displays the student's critical thinking ability in evaluating the situation and their own comment and suggestion to improve the situation. The conclusion needs to come from student's own attitude and examination of the situation of the social-cultural system, human behaviors, and beliefs attached with the context of the issues. <u>At the end of the writing, student needs to provide citations of sources used in the writing to demonstrate the skill in scholarly source evaluation.</u>

First writing assignment: Due date 9/10

The first writing will be in the area of politics and state security issues (Politics and Government, International Relations, Terrorism, Protest, Nuclear proliferation, Corruption, Sanction & Boycott, etc.).

Second writing assignment: Due date 10/15

The second writing will be in the area of human rights (racism & gender discrimination, right to vote/express opinions, internet access, education, welfare, etc.) or economic.

Third writing assignment: Due date 11/26

The third writing is in the area of cultural issues including language, visual arts, craftmanship, music, dance, festivals, cultural rights of ethnic minorities, religion and beliefs, norms, and customs, etc.

The length of each writing assignment is about 750-1,000 words (1 & a half page - double space) with proper citations for all sources of information in the citation style used by the student's major field of study.

10% Discussion
Students are required to respond to an article and one scholarly media that the instructor posts on the discussion panel. Students can start a new post or provide comment as a thread responding to their classmate's post. Each response counts 5%.

25% Presentation
A 10-minute presentation based on the list of topics provided by the instructor (see the last page of the syllabus). Each topic represents a current critical issue that is occurring in the Asian continent. Students are required to conduct their research from reliable sources (without using the same materials on the individual writing assignment) and deliver it in a form of a 10-minute presentation, record the voice over slide and upload on the canvas. You can see example of student's presentation on the module. In the presentation, students need to indicate their topic of study, objective of their study, and be able to explain the situation and issues through critical thinking and evaluating the situation. The presentation has to end with student's opinion on the situation, whether it can be improved, also their own proposed solutions to the issues. (see guideline for evaluation and topics at the last section of the syllabus).

Grading scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93 -100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	59 & below

Rounding policy: X.5 and over will be rounded up to the nearest integer. For example, a 79.5 rounds up to an 80, but a 79.4 remains a 79.

Late work: All assignments are due at the beginning of class on the scheduled due date (see course schedule). Grades on assignments turned in after they are collected will receive a 20% reduction. No work will be graded after the final exam.

Attendance: **Attendance**
Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, this instructor should not require doctors' notes to determine whether or not to excuse an absence.

Attendance for exams: Excused absence is allowed only by advance arrangement with the instructor in order to take the exam at an earlier or later date than listed in the course schedule. Students are required to attend the final exam from the beginning. Unexcused absence of the exam results in a grade of F. Music students are not allowed to schedule a jury at the time of the exam.

Communication:
It is best to use e-mail to communicate with your professor and any school departments.

Liberal Arts Curriculum & GT Pathways:

This course is a part of the Liberal Arts Curriculum at UNC and fulfills three credit hours of the categories Social & Behavioral Sciences: Human Behavior, Culture, or Social Frameworks, and International Studies. The Colorado Commission on Higher Education has approved ASIA 16 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html

UNC's LAC outcomes in Social & Behavioral Sciences: Human Behavior, Culture, or Social Frameworks are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for SS3. This includes CDHE competencies and student learning outcomes in Critical Thinking and Diversity & Global Learning.

LAC Human Behavior, Culture, or Social Frameworks Learning Outcomes + GTP Competencies & SLOs	**Course Mapping**
Critical Thinking: **Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.** **Student Learning Outcomes (SLOs)** ***Students should be able to:*** **1. Explain an Issue.** a. **Use information to describe a problem or issue and/or articulate a question related to the topic.** **2. Utilize Context** a. **Evaluate the relevance of context when presenting a position.** b. **Identify assumptions.** c. **Analyze one's own and others' assumptions.** **5. Understand Implications and Make Conclusions** a. **Establish a conclusion that is tied to the range of information presented.** b. **Reflect on implications and consequences of stated conclusion.**	 In-class discussions News analyses Presentation Presentation Writing assignments on news In-class discussions Presentation Presentation
Diversity & Global Learning: **Competency in diversity and global learning refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward**	

building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities. **Student Learning Outcomes (SLOs)** ***Students should be able to:*** **1. Build Self-Awareness** **a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.** **2. Examine Perspectives** **a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.** **3. Address Diversity** **a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.**	In-class discussions News analyses Presentation In-class discussions Presentation

LAC International Studies Competency & SLOs	**Course Mapping**
International Studies Competency: **As part of a Liberal Arts Curriculum, the International Studies (IS) competency refers to students' ability to analyze complex, interdependent global systems (natural, physical, social, cultural, economic, technological and/or political, etc.) in order to identify sources of and strategies for addressing conflict, cooperation, inequity, and/or competition in a global context. Courses designated IS introduce students to variations in a range of human constructions including perspectives, ethics, cultures, discipline-based application of knowledge, and intellectual traditions. By building an awareness of the interconnectedness of global systems, courses with the IS designation reveal to students the impact of countries, regions, or non-state actors on global systems individual identities, communities, and the potential for planetary sustainability.**	

(Choose <u>at least three of the six</u> SLOs for inclusion and delete any unused SLOs. Please preserve the original numbers, e.g., if 1, 3, 5, and 6 are used, do not renumber as 1, 2, 3, and 4.) **Student Learning Outcomes (SLOs)** ***Students should be able to:*** **1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.** **2. Apply discipline-based approaches to analyze complex, interdependent global systems, and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.** **3. Identify sources of and strategies to address conflict, cooperation, inequity, and/or competition in a global context.** **4. Discuss discipline-based theoretical, cultural and/or intellectual perspectives within a global context.** **5. Apply multiple disciplinary perspectives (for example, cultural, historical, scientific, etc.) to examine the impact of countries, regions, or non-state actors on global systems (man-made and/or natural).** **6. Assess one's own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.**	In-class discussions News analyses Presentation Presentation In-class discussions News analyses Presentation Presentation In-class discussions News analyses Presentation In-class discussions Presentation

COVID-19

Due to the current global pandemic, the fall 2020 semester will be unlike any other that the University has experienced. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors.

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. Therefore, students should review frequently the Return to Campus website:

https://www.unco.edu/return-to-campus/ for updated information. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations.

To mitigate the spread of COVID-19, students, faculty and staff are expected to follow university requirements about wearing face coverings when on campus, including in the classroom. Additionally, members of the university community are expected to follow physical or social distancing requirements by keeping at least 6 feet from others, covering their coughs, and practicing good hand hygiene.

Persons who fail to adhere to these requirements will reminded of them so that they can address and correct their noncompliance. Thereafter, persons who fail to correct their behavior will be asked to leave the classroom (until such time as they comply with UNC's requirements) and may be referred to the Dean of Students Office or Human Resources.

It is important that all members of the university community work together to do all we can to keep our community safe.

Disability Resources
It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should please communicate about these aspects with their instructor(s) professor and contact Disability Resource Center (DRC) to request accommodations.
Office: (970) 351-2289, Michener Library L-80.
Students can learn more here: www.unco.edu/disability-resource-center

Title IX
The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.
UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or http://www.unco.edu/asap
UNC Counseling Center: 970-351-2496 or http://www.unco.edu/counseling
UNC P56jkmsychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Academic Integrity
Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Equity and Inclusion
The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Food Insecurity and Basic Needs
Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness or injury. The Dean of Students Office/SOS can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment
The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit https://native-land.ca/ or call the Office of Equity & Inclusion at 970-351-1944.

CLASS SCHEDULE (Subject to change)

ASIA 116 State, Society, and Culture in Contemporary Asia

MODULE

Week 1 Introduction & Overview: Definition of "Contemporary Asia"

1.1 The geo-politics of Asia: Setting, demography, religions and languages

1.2 Asia before World War II

1.3 Western perception of Asia: themes like "Oriental despotism," "The Silk Road," "The Yellow Peril," "Domino theory," "Violation of human rights," and "Failed democracy"

1.4 The economic transformation of Asia: The oil crisis of the 1970s and the rise of the oil producing states, the rise of PRC as a world power, Lee Kuan Yew and the Singapore phenomenon, Japan, Taiwan, and Korea in world economy

1.5 The problem of terrorism and the security of Asia

Reading:

The Cambridge History of Southeast Asia, vol. II, pg. 325-386, 387-466.

Choosing research topics and group assignment

Week 2 Asia in the Aftermath of World War II

2.1 Asia After the Cold War: The triumph of communism in China, the Legacy of Western imperialism and the rise of nation-states in Asia with the problem of contested frontiers.

2.2 The emergence of charismatic leaders of Asia

2.3 The Cold War in Asia: The conflicts in the Korean Peninsula and Southeast Asia, the relapse of Burma into authoritarian state, the establishment of regional organizations. The triumph of communism in Indo-China and the "Killing Fields" in Cambodia.

2.4 The end of the Cold War and its repercussion in Asia
ASEAN and the rapprochement among nations in Southeast Asia
Separatism and the spread of terrorism: South Asia, the Middle East and Southeast Asia

Reading:

Articles on Cold War and Southeast Asian Charismatic Leaders (download articles on Canvas)

Febrica, Senia. "Securitizing Terrorism in Southeast Asia: Accounting for the Varying Responses of Singapore and Indonesia." Asian Survey 50, no. 3 (2010): 569-90. doi:10.1525/as.2010.50.3.569.

Week 3 The Struggle for Democracy in Asia

3.1 Why not Democracy?

3.2 The communist states

3.3 The role of the military in authoritarian states / "guided democracy"

Reading:

Miller, Laurel E., Jeffrey Martini, and all. "Asia." In Democratization in the Arab World: Prospects and Lessons from Around the Globe, 215-50. RAND Corporation, 2012. http://www.jstor.org.unco.idm.oclc.org/stable/10.7249/mg1192rc.17.

Park, Young Hwan. "Peace Agreement, Democratization, and Its Implication in East Asia." The Journal of East Asian Affairs 29, no. 1 (2015): 23-39. http://www.jstor.org.unco.idm.oclc.org/stable/43410713.

Week 4 The Struggle for Democracy in Asia (cont.)

4.1 Human rights & freedom of speech vs security & unity

Corruption vs transparency

4.2 The Asian model for good government: The benevolent despots

Reading:

Rock, Michael T. "East Asia's Democratic Developmental States and Economic Growth." Journal of East Asian Studies 13, no. 1 (2013): 1-34. http://www.jstor.org.unco.idm.oclc.org/stable/23419008.

Jones, David Martin. "Political Stability in Southeast Asia: Democracy Doubts." The World Today 66, no. 7 (2010): 19-21. http://www.jstor.org.unco.idm.oclc.org/stable/41962547.

Week 5 Instability in Asia: Problem of Ethnic Groups Seeking Independence / Self-Rule

5.1 South Asia: Sri Lanka, India and Pakistan

5.2 Middle East: Kurdistan

5.3 Southeast Asia: Myanmar, Thailand, The Philippines and Indonesia

Reading:

Bashar, Iftekharul. "Myanmar." Counter Terrorist Trends and Analyses 9, no. 1 (2017): 22-25. http://www.jstor.org.unco.idm.oclc.org/stable/26351478.

Wu, Xiaogang, and Guangye He. "Ethnic Autonomy and Ethnic Inequality: An Empirical Assessment of Ethnic Policy in Urban China." China Review 18, no. 2 (2018): 185-216. http://www.jstor.org.unco.idm.oclc.org/stable/26435652.

Week 6 The Growth of East Asia

The change of power and economic growth in East Asia

6.1 The World Bank and the Asian Development Bank

6.2 East Asia and the West

(Japan, China, North Korea and South Korea with US)

Reading:

Helleiner, Eric. "Development Aspirations in East Asia." In Forgotten Foundations of Bretton Woods: International Development and the Making of the Postwar Order, 184-207. Ithaca; London:

Cornell University Press, 2014.
http://www.jstor.org.unco.idm.oclc.org/stable/10.7591/j.ctt5hh1tk.12.

Week 7 Economics

7.1 The uneven growth: GDP

7.2 The developed and developing countries of Asia: The underlying causes of underdevelopment

7.3 ASEAN Economic Community (AEC)

7.4 OPEC and the world economy

7.5 “The Forbes” index

7.6 Corruption in Asia

Reading:

Asian Development Bank Institute. "ASEAN Today." In ASEAN 2030: Toward a Borderless Economic Community, 1-42. Brookings Institution Press, 2014.
http://www.jstor.org.unco.idm.oclc.org/stable/10.7864/j.ctt1dgn685.9.

Grimes, William W. "The Rise of East Asia as a Region: Progress and Challenges." In Currency and Contest in East Asia: The Great Power Politics of Financial Regionalism, 36-70. Cornell University Press, 2009. http://www.jstor.org.unco.idm.oclc.org/stable/10.7591/j.ctt7v7wc.8.

Week 8 Society (I)

8.1 Races, Religions, and Social Groups/Classes

8.2 Social Injustice & Violation of Human Rights

8.3 Public Heath Care & the Problem of Malnutrition

Reading:

Than, Tin Maung Maung. "Myanmar in 2014: Great Expectations Unfulfilled." Asian Survey 55, no. 1 (2015): 184-91. doi:10.1525/as.2015.55.1.184.

Week 9 Society (II)

9.1 Education: Inequality for all

9.2 The Role of Women in Asia: Politics, government services, business, and social works

9.3 Changes in Social Values

Reading:

Tilak, Jandhyala B.G. "Higher Education in South Asia: Crisis and Challenges." Social Scientist 43, no. 1/2 (2015): 43-59. http://www.jstor.org.unco.idm.oclc.org/stable/24372963.

Sarap, Kailas, Sanjukta Das, and Madhu Nagla. "Falling Sex Ratio and Health Deprivation of Women in India: An Interface between Resource, Culture and Gender." Sociological Bulletin 62, no. 3 (2013): 456-82. http://www.jstor.org.unco.idm.oclc.org/stable/26290688.

Week 10 Westernization & Cultural Decline

10.1 Traditionalism VS Westernization

10.2 Cultural changes in the Arts

10.3 Interference in languages

Reading:

Gills, Dong-Sook S. "Globalization of Production and Women in Asia." The Annals of the American Academy of Political and Social Science 581 (2002): 106-20. http://www.jstor.org.unco.idm.oclc.org/stable/1049710.

Week 11 Asia in the Age of Globalization

11.1 Entering the Cyber World: Expansion of and access to the internet

11.2 Impact upon education: Reading less and googling more

11.3 The Role of Social Media and its Restriction in authoritarian states

11.4 The rise of Japan, Taiwan, Korea, and PRC as the dominant producers and suppliers of modern communications equipment such as computers, laptops, smart phones, and gadgets.

Reading:

Peng, Dajin. "The Changing Nature of East Asia as an Economic Region." Pacific Affairs 73, no. 2 (2000): 171-91. doi:10.2307/2672176.

Week 12 Contemporary Asia (I)

12.1 The Emergence of the Billionaire Class in Asia

12.2 The Expansion of Tourism Industry and Airlines Business

12.3 Social Change: Tradition VS Americanization

Reading:

Asher, Mukul G., and Rahul Sen. "India-East Asia Integration: A Win-Win for Asia." Economic and Political Weekly 40, no. 36 (2005): 3932-940. http://www.jstor.org.unco.idm.oclc.org/stable/4417108.

Week 13 Contemporary Asia (II)

13.1 Language Trends: The rising popularity of the Chinese, Korean, and Japanese languages

13.1 Modified culture for sale

13.2 On the matter of identity

Discussion Preparation

Reading:

Ang, Ien, and Jon Stratton. "The Singapore Way of Multiculturalism: Western Concepts/Asian Cultures." Sojourn: Journal of Social Issues in Southeast Asia 33, no. S (2018): S61-86. https://www-jstor-org.unco.idm.oclc.org/stable/26531808.

Week 14 Regional and World Organizations in Asia

14.1 The UN and Asia

14.2 EAS and ASEAN

14.3 Others: WHO, NGO, UNESCO

Reading:

Cheok, Cheong Kee, and Yong Chen Chen. "Assessing ASEAN'S Relevance: Have the Right Questions Been Asked?" Journal of Southeast Asian Economies 36, no. 1 2019): 11-24. https://www-jstor-org.unco.idm.oclc.org/stable/26664250.

Week 15-16 UPLOAD PRESENTATION (due date 5/8)

Criteria in grading evaluation to meet the SLOs:

1. Individual Writing Assignments

Grading evaluation for the three individual writing assignments is comprised of

(1) Reliable sources used in the writing

(2) Topic matches the area of each assignment, for example, the first writing assignment has to be in the area of politics and state security.

(3) The topic is stated at the beginning of the writing assignment

(4) Have a conclusion paragraph that display student's critical thinking ability in evaluating the situation and providing their own comment and suggestion to improve the situation. This is the point when you have to justify the situation by applying your knowledge from the class content, evaluate the situation, and use rationale to find the way to improve the issues and provide recommendation.

(5) Writing displays accurate English grammar and citation format (students can choose APA, MLA, Chicago, etc.)

(6) The length of the essay is between 750-1,000 words

2. Presentation

- Presentation

(1) The presentation uses one of the media presentation applications (PowerPoint, Keynote, Google Slides, Prezi, etc.)

(2) The main points of the information are clearly delivered: topic, summary of the issues, impact of the issues, as well as a conclusion part that reveals student's analysis and evaluation of the situation with the proposed solution/suggestions.

(3) The presentation displays the use of primary sources from the Asian nation of your topic

(4) Application of photos or media for a more effective presentation from primary sources

(5) The presentation needs to demonstrate student's examination and evaluation of the issues with these factors:

5.1 Impact and changes on social, politics, economics, cultures, climate, etc.

5.2 Impact and changes on individual, group, community, region, nation, global.

5.3 Connection with public/private organization nationally and internationally

5.4 Differentiate and associate theories/systems and approaches from class content with the research topic

5.5 Compare the same situation with different related group(s) to evaluate social and cultural value and political systems influences the outcome of the issues.

List of possible topics for presentation:

Select the area of your research, then, focus on a country or between countries, regions, or cross-continent to conduct an in-depth research. After topic selection, please verify the topic with your instructor to gain approval and sources suggestions.

South China Sea Conflict
Freedom of Speech
Internet Security/Freedom
New Terrorists
Cyber Security
Climate Changes/Environmental damage
Healthcare
China's Belt and Road
Gap of Social Class
Unemployment
Illiteracy
Prostitution
Sex Trade
Ethnic Issues
Human Trafficking
Organ Trafficking
Drug Smuggling
Child workers
Suicide Issues
Religious Conflict and Violence
Woman's Right
Gender Issues
Racism
Cultural appropriation
Language Extinction
Korean's Soft-power

Identity loss
Etc. (other topics with approval from the instructor)