

**Political Science 327: Topics in Comparative Politics: Politics and Culture in Post-1945
China and Japan**

Spring 2006
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Class: TH 1a & 2 (7:50-9:20 am)

Office Hours: T, Th 9:30-11:30 pm and other times by appointment.

Course Description

This course looks at the relationship between politics and culture comparatively in China and Japan during the 20th and 21st centuries. The course's focus will be the scholarly texts, literature, visual media, symbols, rituals, and art that shaped the cultures of National Socialism, Communism, and Democracy. The aesthetics of national movements, art as politics, education as moral socialization, and the rich depth of public cultural displays (norms, values, and symbols) for state legitimation goals are topics examined by the course to better understand how literature, visual arts, architecture, education, theater, film, and daily life are closely linked to modern Japanese and Chinese politics.

Goals and Objectives

- Broaden knowledge about the possible range of political institutions, political behavior, political groups, and political problems in China and Japan.
- Comprehend enough about the relationship between politics and culture in modern and contemporary China and Japan to offer intelligent, critical, and well-informed explanations for similarities and differences in the political life of these countries and to better understand the significance of these similarities and differences.
- Develop understanding of comparative questions and criticisms as concerns the relationship between the nations of East Asia.
- Improve critical reasoning about politics in non-Western contexts.
- Enhance research abilities and oral and written communication skills concerning East Asian politics.

Course Guidelines

1. All work must be submitted on due date for full credit. **Late assignments are NOT accepted.**

2. All assignments must be typed, double-spaced, printed, stapled, use complete sentences, correct grammar, spelling, and punctuation. All assignments must be personally handed to the instructor. No handwritten assignments will be accepted. No emailed assignments will be accepted **except in case of emergencies and not without prior permission of the instructor.**

3. Regular attendance is expected. Assigned work can only be made up 1) after an in-person discussion with the instructor AND 2) in cases of **appropriately documented** family emergencies, extended leave, or school sponsored-commitments. **Health Center notes are NOT considered appropriate documentation.** If an emergency should arise, you must notify me prior to an assignment's due date and not after. If you plan to miss a class please notify me in advance. Students are allowed a maximum of three absences within this semester. If you miss class more than the allowed times, 5% will be deducted from your final course grade. Another 5% will be deducted from your final course grade for each additional absence. Two late arrivals to class will be counted as an absence. Please be aware that absences are not divided into excused and unexcused. Regardless of the reason, an absence from class is counted as an absence.

4. In case of any crisis or emergency, or an extended absence from class, you must inform your professor through Learning Services or the Academic Dean's Office.

5. Learning disability accommodations: students who wish to request accommodations in this class for support of learning disabilities should contact Learning Services (x1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

6. These guidelines are intended for the benefit of the students as far as clarification of the instructor's expectations for the course; however, in exceptional circumstances the instructor reserves the right to exercise discretion in the application of these guidelines to individual cases or to refer a particular case to the Academic Dean if necessary.

Classroom Expectations

- 1) Respect for others' answers and views. Disruptive behavior during class will result in your dismissal from the class the first time, after that, disciplinary action will be taken.
- 2) Equal time for opposing opinions.
- 3) Please turn off cell phones in class. If yours rings during class, you will be dismissed from class and counted as absent.
- 4) Non-alcoholic drinks are allowed in class, other food is not.
- 5) Attention to course related material only.
- 6) Necessary breaks at the discretion of the instructor.

Required Texts

- Andrew Gordon, ed. *Postwar Japan as History* (CA; University of California Press, 1993).
- Neil J. Diamant, *Revolutionizing the Family* (CA: University of California Press, 2000).
- T. Fujitani, *Splendid Monarchy* (CA: University of California Press, 1996).
- Peter Hays Gries and Stanley Rosen, eds., *State and Society in 21st-Century China* (NY: Routledge/Curzon, 2004).

- Stephen Vlastos, ed. *Mirror of Modernity: Invented Traditions of Modern Japan* (CA: University of California Press, 1998).

Course Requirements

A. Graded Requirements (Note: all parts of the research paper must be turned in, and be on time, in order to get credit on the entire paper):

Class Participation-15% of your final grade. Class participation includes coming to class on a very consistent basis, keeping up with assigned readings by thoroughly reading and thinking about the readings before coming to class, active involvement in interactive lectures, substantive contributions to discussions, and engagement with in-class activities. For class participation, **effort counts heavily. Attempting to answer a question, asking a question, or voicing an opinion are all part of participation.** I will evaluate your participation highly if you: a) attend class regularly; b) discuss the videos and readings I make available; c) raise relevant questions/offer thoughtful comments; d) demonstrate you understand the material by your full involvement during in-class activities. Every class session is counted toward your final participation grade. **If you do not participate actively in each class, you will reduce your participation grade by 50% for each given day.**

Research Proposal: 5% of your grade. This is the first component of your research paper for this class. The proposal will set out the central question about political legitimation in 21st-century China OR Japan you want to answer through your research. After completing your research, the answer to the central question you lay out in your proposal will serve as the focus of the research paper in its full draft form. The proposal will also include the specific issue or problem concerning politics, culture, and political legitimation in 21st-century China OR Japan on which you will conduct research to answer your central question. This issue or problem will serve as the case study the details of which you will use to concretely answer your central research question. The guidelines attached to this syllabus include the list of what to include in your proposal.

Annotated Bibliography: 5% of your grade. The second component of your research paper is an annotated bibliography. An annotated bibliography is a list of citations to books, articles, and documents, in which each citation is followed by a brief descriptive and evaluative paragraph, the annotation. The annotated bibliography for this paper will expand on the sources required for the research proposal. In the annotated bibliography you will need to cite (and annotate) the complete list of those books, articles, documents, and online sources that you will use in your research. The basic requirements for sources in this bibliography and on the research paper are the following: two books, five journal articles, and no more than three online sources. The guidelines attached to the syllabus include instructions for the annotated bibliography.

Research Outline: 5% of your grade. The research outline is the third component of your research paper. It basically outlines your entire paper from central research question to

supporting points to examples that illustrate those points. The outline for this paper will be in the form of a sentence outline (using complete sentences throughout). Instructions for constructing such an outline are attached to the syllabus.

Research Paper Introduction: 10% of your grade. The research paper introduction is the fourth component of your research paper. It consists of the full introductory section that you will use in your research paper. Be aware that this introduction will go through significant revisions in the two drafts of the paper which follow. This draft of the introductory section is to be no more than three pages in length. Instructions for constructing the introduction are attached to the syllabus.

Research Paper First Draft: 20% of your grade. The first draft is the fifth component of your research paper. The draft should be as close to a polished paper as you can write because the goal is to give you valuable feedback on your paper. The more information you can give your instructor, the more feedback she can provide. Be aware that this draft is weighted more heavily than the final draft of the paper in the calculation of your final grade.

Final Draft: 10% of your grade. The sixth, and final, component of your paper is the final draft. This is the copy of your paper which will be submitted to the instructor for your final grade. The technical details for the paper, besides its 15 page length requirement, are attached to the syllabus. When handing in this final draft, make sure and hand in all notes, drafts, and sources used in the writing of the research paper. The details of this requirement will be discussed in class.

Student Lead Discussion: 10% of your grade. Each student will lead discussion for part of a class session (20-25 minutes). Dates for leading discussion will be chosen in the first week of class from a list provided by the instructor. On the day you are to lead class discussion, you will need to bring enough copies for each person in the class of a one page (maximum) handout that includes: the main thesis of the assigned reading in your own words; a statement of why a certain point of the author's is central to understanding politics and culture in post-1945 China OR Japan; how and why you disagree with the conceptual or analytical approach taken in the reading; and three open-ended discussion questions (questions that ask "how," "why," or "in what ways") that you will use to begin and continue discussion. The second part of your leading discussion must be an activity designed by you, and involving the class and the instructor, that teaches the significance or importance of the reading for the political future of China OR Japan. You will need to meet with the instructor one week prior to your presentation to discuss your plans for leading discussion and to obtain the instructor's approval for your plan.

Final Project-10% of your final grade. The final project will consist of designing your own political legitimation project for 21st-century China OR Japan, based upon your research paper. The central questions to be answered by this project are 1) how you would propose to bring about change in the nations of China or Japan to better prepare them for the 21st century and 2) how you will legitimate the changes you plan to implement. Plans for change can target laws, policies, founding documents, ideologies, or other political projects, but need to

be approved by the instructor through a written, two-page proposal due in week seven. This initial proposal also will need to include details as to the strategies, methods, or tactics by which you plan to legitimate your plan. Oral presentations (10 minutes) on the results of your own legitimation plan will be given in class during week fourteen.

Weekly write-ups-10% of your final grade. Each Tuesday by 4:30 pm, you will be responsible for emailing me a write up of the previous week's discussion or class session topic (check the syllabus for each week's assigned write-up topic). Each write up is to be a two-page, single- spaced critical analysis of the preceding week's topic. The write-up is to follow the following format for each week: ONE paragraph summarizing the main points used by the author or authors to discuss the topic, ONE paragraph detailing the critical "how" or "why" questions raised both by the authors and in our class discussion of the topic, and at least THREE paragraphs (and a full two pages) that critically analyze ONE of the author's MAIN POINTS **or** ONE of the "how" or "why" QUESTIONS raised by the author or in discussion. If you are not sure what critical analysis is, you'll need to see me immediately to discuss this issue as this class is both writing intensive and a three hundred-level course. Both of these criteria presume you understand how to write and how to critically analyze.

Pop quizzes-If class discussions do not yield evidence of careful reading and thought, I may administer unannounced ("pop") quizzes. These quizzes will be factored in as part of your participation grade (20 points each). These quizzes will help me determine if quiet students are keeping silent because they are shy or because they are not keeping up with the reading assignments. **There will be no make-up quizzes.**

B. Grade Components: all assignments under graded requirements must be completed in order to pass this class. Your final grade in this course will be determined as follows:

Student lead discussion	10%
Class Participation	15%
Research Proposal	5%
Annotated Bibliography	5%
Research Outline:	5%
Research Paper Introduction	10%
Research Paper First Draft (peer review)	20%
Final Draft (instructor copy)	10%
Weekly Write-ups	10%
Final Project	<u>10%</u>
	100%

Guidelines (Rubric) for Written Assignments

(Written by Ben Slote and modified slightly by Ann Bomberger)

1) Written work in the A range is based on an original, logical and coherently organized set of ideas; it makes a clear and persuasive argument (even if the reader disagrees with its argument); it brings in specific, relevant examples to back up its assertions; its points, at each turn, are clearly articulated: the words carry precise meaning, they don't obscure it; its

sentences use only the words their ideas require, not any more; its paragraphs have distinct though related roles in the essay's cohesion as a whole, each holding one thoroughly asserted idea (not two competing ideas, not one idea half-asserted); if appropriate it accurately and thoughtfully uses other sources; and its sentences are without the grammatical, spelling, or typographical mistakes that exacting proof-reading would catch. (All of this takes a lot of work. If it is all very nearly accomplished, the essay usually earns an A-.)

2) Written work in the B range: a very good paper, the writing of which is clearly, thoughtfully, and effectively executed. What sometimes prevents an "A" is a lack of originality, thorough thinking or careful proofreading. If two of these virtues are absent and the other areas of the paper are strong, the essay will usually earn a B-.

3) Written work in the C range: some conspicuous flaw usually earns an essay a C; its argument is really underdeveloped, it contains only minimal textual support, it has problems with organization and/or sentence clarity, it is in dire need of proofreading.

4) Written D work either contains more than one of the large problems cited in the "C" description or finds another way to convince its reader that the author has not spent nearly enough time on the thinking or writing in the essay.

5) Written work that earns an F misses on all criteria (originality, articulateness, persuasiveness, organization, the absence of mechanical mistakes).

Final Grade Scale (in percentage, not points)

93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
less than 60	F

Note: It is within the instructor's purview to apply qualitative judgment in determining grades for any assignment and for the course final grade.

Academic Honesty Policy

All students are expected to follow the principles of academic honesty as set out in the policies of Moravian College. See the Student Handbook for details. Any and all written work must be done in your own words (with the exception of direct quotations which are clearly indicated as such), and written work must include proper citations indicating the sources for any ideas, concepts, facts, or other information derived from others, whether or

not you have restated it in your own words. Any cases of suspected cheating or plagiarism will be referred to the Academic Affairs Office. Academic dishonesty may result in a failing grade in the course.

Schedule and Assignments (Schedule may be changed at the discretion of the instructor; advance notice will be given)

* Readings marked with ** will be assigned for in-class work on the dates noted on the syllabus. All other readings are due on the date assigned on the syllabus and will be assigned in class. You will be expected to spend 2 1/2-3 hours on work outside of class for every hour in class.

*Be sure to bring assigned readings to class each day, both for outside class readings and those marked for in-class reading. On days when there are readings marked for in-class reading (by **), we will cover the material in class and organize graded in-class activities and assignments around them. Your participation grade for a class session may depend on your bringing the correct books to class.

Class Session Date	Topic	Assigned Readings & Assignments Due
1: Thurs. 1/19	Introduction: What is Political Legitimation? Syllabus Review & Legitimation Tour	**Fujitani, Ch. 1 **Gries, pp. 6-9
2: Tues. 1/24	Weekly write-up due	Write up of Political Legitimation Tour due by 4:30 pm (email)
2: Thurs. 1/26	Political Legitimation and Art	Gries, Ch. 10 **Gordon, Ch. 1
3: Tues. 1/31	Weekly write-up due	Write up of Gordon, Ch. 1 due by 4:30 pm (email)
3: Thurs. 2/2	Inventing Tradition: Capitals and Time	Fujitani, pp. 31-66 **Vlastos, Ch. 1 Research Proposal Due
4: Tues. 2/7	Weekly write-up due	Write up on “Invention of Tradition” due by 4:30 pm (email)

Class Session Date	Topic	Assigned Readings & Assignments Due
4: Thurs. 2/9	Making the National: Capitals and Space	Fujitani, pp. 66-92 **Vlastos, Ch. 3
5: Tues. 2/14	Weekly write-up due	Write up on “Making the National” due by 4:30 pm (email)
5: Thurs. 2/16	Making the National: Constitutions and Family Rituals	Fujitani, pp. 95-121 **Diamant, pp. 1-24 Annotated Bibliography Due
6: Tues. 2/21	Weekly write-up due	Write up on “Nation-building and Family-making” due by 4:30 pm (email)
6: Thurs. 2/23	Political Legitimation Revisited	No assigned reading
7: Tues. 2/28	Weekly write-up due	Write up on “Nation-building and Constitutions” due by 4:30 pm (email)
7: Thurs. 3/2	Disciplining the Nation: Military, Memorials and Family	Fujitani, pp. 121-145 **Vlastos, Ch. 7 -Outline due -Final project proposal due
March 4-12, 2006	Spring Break	No class
8: Tues. 3/14	Weekly write-up due	Write up on “Disciplining the Nation” due by 4:30 pm (email)
8: Thurs. 3/16	Unifying the Nation: Ideal Families and National Prosperity	Diamant, pp. 30-63 **Fujitani, pp. 145- 154 Introduction due

Class Session Date	Topic	Assigned Readings & Assignments Due
9: Tues. 3/21	Weekly write-up due	Write up on “Unifying the Nation” due by 4:30 pm (email)
9: Thurs. 3/23	Gendering the Nation: Modernity and Masculinity	Fujitani, Ch. 4 Diamant, pp. 64-87 **Vlastos, Ch. 13
10: Tues. 3/28	Weekly write-up due	Write up on “Gendering the Nation” due by 4:30 pm (email)
10: Thurs. 3/30	Imagined Communities: From Folk to Masses	Fujitani, Ch. 5 **Gordon, Ch. 9 First Draft Due
11: Tues. 4/4	Weekly write-up due	Write up on “Imagined Communities” due by 4:30 pm (email)
11: Thurs. 4/6	Conflicts Between “Tradition” and “Modernity”	Diamant, pp. 128-166 Gordon, Ch. 3 **Gries, Ch. 3
12: Tues. 4/11	Weekly write-up due	Write up on “Conflicts between Tradition and Modernity” due by 4:30 pm (email)
12: Thurs. 4/13	Relegitimizing the State: Politics, Sex, and the Family	Diamant, Ch. 7 Gordon, Ch. 11 **Gries, Ch. 4 Final Draft due
April 14-17, 2006	Easter Break	No classes
13: Tues. 4/18	Weekly write-up due	Write up on “Relegitimizing the State” due by 4:30 pm (email)

Class Session Date	Topic	Assigned Readings & Assignments Due
13: Thurs. 4/20	Legitimation, Protest, and National Crisis	Gries, Ch. 1 Gordon, Ch. 16 **Vlastos, Ch. 4
14: Tues. 4/25	Weekly write-up due	Write up on “Legitimation, Protest, and National Crisis” due by 4:30 pm (email)
14: Thurs. 4/27	State Strategies for Survival in the 21 st Century	Gries, Ch. 7 Gordon, Ch. 7 **Vlastos, Ch. 9 Final Projects due
Finals: May 1-6, 2006		