CEAS 205 (Fall 2016)
Democracy and Social Movements in East Asia
Monday and Wednesday 1:20-2:40 DWNY 208

Instructor: Joan E. Cho, Assistant Professor of East Asian Studies
The Mansfield Freeman Center for East Asian Studies
343 Washington Terrace, Room 208
jecho@wesleyan.edu | http://joancho.com
Office Hours: Thursday 1:30-3:30 (or by appointment), CEAS 208

Course Description:

Despite East Asia’s reputation for acquiescent populations and weak civil society, the region has been replete with social movements. This course assesses the state of civil society in both authoritarian and democratic societies in East Asia by surveying contemporary social movements in China, Hong Kong, Taiwan, Japan, and South Korea. The course is designed for students to gain a general understanding of how civil society looks like in East Asian countries and its role in social and political changes in the past and present times. Although the course will not be able to cover the entirety of social movements in the region, the course is to equip students with contextual knowledge as well as empirical and theoretical tools to take a critical approach in examining current and future social movements in the region.

There are three major themes that will be emphasized in the course. First is “problematizing” Western concepts and theories of civil society and social movements in the East Asian context. Civil society is a notion rooted in early experiences of Western Europe. The dominant social movements theories were also developed by Western scholars studying social movements in (democratic) Western Europe and the United States. How do state-society relations in East Asia differ from those of the West? How can we apply the concepts and theories derived from Western societies to understand state-society relationship in the Confucian world? What role do history and culture play in shaping the dynamics of social movements in East Asia?

The second theme is “problematizing” the democratic nature of civil society and social movements in the authoritarian context. Vibrant civil society is often hailed as a strong pillar of democracy, but civil society also exist and even help civic life to flourish in authoritarian societies such as contemporary China. How can we apply social movements theories derived from democratic societies to understand the role and effect of civil society and social movements in authoritarian societies?

Third and lastly, we will explore whether and how globalization and advancement in technology facilitate or dampen social movements in the region. What role can transnational advocacy groups play in advancing their causes? How do the Internet and new social media facilitate mobilization and how effective are they?
**Course Objectives:**

The primary learning goals for this class are:

- Understand the nature and dynamics of social movements in East Asia
- Develop an analytical approach when analyzing social movements
- Gain skills to carry out independent research
- Improve academic writing skills
- Improve oral presentation skills

**Course Requirements:**

This course is an upper-division seminar, which requires a high level of student involvement in the course. The course will involve in-class discussions of readings, student presentations and discussions, and some lectures by the instructor.

All the required reading materials for the course will be on reserve at the Olin Library. E-journal links and other forms of digital readings (e.g., book chapters) are available through E-Res and Moodle.

**Grading:**

1. *Attendance and Participation (10%):*
   - For each class session, students will be graded on a four-point scale. Students are encouraged to prepare a discussion memo (*typed up and printed in advance*), with the following format for each reading: (1) one sentence summary; (2) two interesting insights you obtained, and (3) three critical questions based on close reading and analyses of assigned readings – arguments and evidence. When submitted at the end of the class, these memos will count as bonus points (0.5 points each) toward your attendance and participation grade.

2. *Critical Questions (10%):*
   - Students will post one critical question on the assigned readings the evening before the class (by 9pm) on Moodle.
   - The question should not be a yes/no question or a question that tests factual knowledge. Consider the following questions when formulating your own critical questions: Are there any contradictions or gaps in the author’s argument or analysis? Does the author provide credible/convincing evidence? Are there any other important issues that the reading raises (or does not raise)? Are they any academic/political/social ramifications to the study/argument?

3. *One active reading assignment (5%)*
   - In one single-spaced page, students will summarize the main points of a reading assignment from Section 2 (Social Movements Theory) indicated by a star (*). This paper should be comprised of four paragraphs addressing the following: (1) what is the question being investigated or the outcome being explained; (2) what is the argument; (3)
what is the evidence supporting the argument; and (4) how convinced are you by the
evidence and what other information will make the argument stronger.

• This assignment is due at the beginning of the class for which it was written.

4. Two reaction papers (10% each)

• Students will write two short essays (1,000 words each) to further engage with the course
readings from Section 3-5 that are relevant for their research project. These essays
should, aside from responding to the readings of your choice, do two things: relate
the reading(s) to your own research interests; assess and/or constructively critique the
disciplinary approach or methodology adopted by the author(s).

5. Research project on a social movement in East Asia (of your choice on a single case or in
comparison)

(a) Students will have an opportunity to pursue their own research topic/question. Topics
and questions will be refined throughout the semester through independent research,
various course assignments, and class discussion in which students will provide feedback,
on each other’s project.

• Thesis Statement and Outline, Annotated Bibliography, and Rough Draft (15%)
  – Annotated bibliography: one-paragraph statement for each of the five most
    promising sources of your bibliography, of how you will use its information
    and/or arguments in writing your paper.

(b) Students will present their own research projects and serve as designated discussants for
their classmates’ projects. The presentation is intended to help students to clearly ar-
ticulate their questions, approaches, and findings as well as receive and provide feedback
on each others’ projects before submitting the final paper at the end of the semester.

• Oral presentation of your project (5%)
  – Students will give a 10-minute presentation on their research paper. There will
    be a time for questions and feedback from your classmates immediately after
    your presentation. You will be graded on how successfully you transform your
    paper into an engaging presentation as well as on clarity in delivery, adherence
    to the time limit, and the content of the presentation itself.

• Formal discussion of your classmate’s project (5%)
  – Discussants will briefly summarize the main points of the paper, provide an as-
    sessment of the paper (does it make its case convincingly?), suggest constructive
    ways to improve the paper, and pose one or two questions for the rest of the
    class to discuss. Formal discussion should be 7-10 minutes.

• Please send your (updated) rough draft to your discussant and instructor one week
  prior to your presentation

(c) Final paper (30%)

• 15-20 page in length, double-spaced, and in Times New Roman 12pt point text using
at least ten different academic sources (books, journal articles, primary sources;
other sources such as newspaper articles, magazine articles, blog posts, etc. can be
used and cited in the paper but they won’t be counted as academic sources). Internet
sources or encyclopedia entries can be used only as background reference. Footnotes
may be included in the page count, but not endnotes or bibliography. Your paper should cite sources using any standard format – APA, Modern Language Association, Chicago Manual Style, etc. Consult http://libguides.wesleyan.edu/citing for more information on citation. When grading the final paper, the instructor will pay attention to how much the paper has improved from the rough draft as well as how much it has incorporated the feedback the student received during the presentation.

6. Extra credit: public event write-ups

- I highly encourage you to attend public events (lectures, exhibits, films, etc.) on campus that are related to East Asia. If you attend these events and submit a one-page write-up that summarizes an event and your reflections on it, I will grade your write-up and it will count as 2.5% of your entire grade. The maximum is two write-ups (5% of your entire grade). (CEAS public calendar: http://www.wesleyan.edu/ceas/events/index.html)

* All assignments is due at the beginning of each class with the exception of the final paper. Please bring one hard copy to class and submit the electronic version on Moodle.

Course Policies and Expectations:

**Class attendance:** It is required that you attend every class except in extraordinary circumstances such as emergencies and illness, verified by a doctor or relevant authority. Be sure to let me know beforehand that you will have to miss a class. If you do so, I will provide you a way to make up for your missed participation. Typically, I will only allow you to do this once over the semester. Please be an active participant during class, and if you have any questions or concerns, let me know in advance.

**Deadlines and due dates:** Students are expected to complete all assignments on time. No extensions, substitutions, etc. will be allowed except in extraordinary circumstances as illness or emergency, again verified by a doctor or relevant authority. Late papers will be penalized by one third of a letter grade (e.g., A to A-) for each day (24 hours) following the due date.

**Conversations regarding grades:** I am happy to discuss your grade beyond the written feedback that I will provide on your paper. Please first wait 24 hours after having received your grade and write out an explanation of your questions as well as the reasons why you think your grade should be changed. Please make an appointment no more than two weeks after the assignment has been returned to you.

**Policy on academic integrity and collaboration:** Discussion and the exchange of ideas are essential to academic work. You are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on a related topic/case. However, any written work submitted for formal evaluation should be the result of your own research and writing. Cheating or plagiarism is not tolerated. You must also use appropriate citation practices to acknowledge the use of books, articles, websites, lectures, discussions, etc., that you have consulted to complete your assignment. If you are unsure or have any questions regarding the appropriate way to use or cite sources, please...
consult with me in advance (i.e., before you submit your paper for formal evaluation).

See the Handbook’s section on the Honor System for an explanation of student responsibilities, the process involved in prosecuting an Honor System violation, and an essay on plagiarism: [http://www.wesleyan.edu/studentaffairs/studenthandbook/standardsregulations/studentconduct.html](http://www.wesleyan.edu/studentaffairs/studenthandbook/standardsregulations/studentconduct.html)

**Cell phones, laptops, and other electronic devices**: Research shows that students learn better when they put their laptops away and take notes by hand. For effective learning and retention during class, all cell phones, tablets, and laptops are not allowed during class. Lecture slides will be posted in advance on Moodle for students to print out and take notes on during class.

**Requesting accommodation for disabilities**: Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodation, a student must have a document disability defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of disability. If you need accommodation for a disability, please contact Student Academic Resources as soon as possible.

★ I reserve the right to make changes to this syllabus.

**Course Schedule** (Subject to change with notice):

**Section 1: Introduction to Democracy and Social Movements in East Asia**

- What are civil society and social movements? What is the state of civil society and social movements in East Asia?
- What’s the role of civil society? Does it weaken or strengthen democracy?
- Is there something “(East) Asian” about democracy and social movements in East Asia? To what extent are these concepts in conflict or compatible with the Western notion of civil society and liberal democracy? What will be the implications of these similarities or differences for social movements in East Asia?

Sept. 5 Introduction

Sept. 7 Civil Society and Democracy


Sept. 12  Asian Democracy?


Section 2: Social Movements Theory

• Under what conditions do social movements emerge? When and why do they fail or succeed?
• How can we systematically analyze and evaluate social movements?

Active reading assignment due on Sept 19, Sept 21, or Sept 26

Sept. 14  Overview of Social Movements Theory

Sept. 19  Relative Deprivation and Resource Mobilization Theory


Sept. 21  Political Opportunity (or Political Process) Model


Sept. 26  Culture and Framing


Sept. 28 Discussion of research topics

Paper topic due – your case of an East Asian social movement and the question you want to answer along with 3 promising sources.

Section 3: Social Movements in East Asia Under Authoritarianism

How can we apply (or modify) social movements theory (originally built on Western democratic cases) to understand East Asian social movements in the authoritarian context?

Authoritarianism and Pro-democracy Movement in China

• What were the conditions that gave rise to the democracy movement in China and why did it “fail”?
• Which social movements theory resonate the most with the Chinese case?
• Does culture matter? What role did culture play (in relation to other factors) in the process or outcome of the movement?
• Can a successful democracy movement re-emerge in China? If not, why? What are the barriers to overcome?

Oct. 3 Chinese Politics and Society


Oct. 5 The 1989 Pro-democracy Movement


Oct. 10 The “Umbrella Movement” in Hong Kong & Prospects for Democracy in China


Authoritarianism and Pro-democracy Movements in Taiwan and South Korea

- Both South Korea and Taiwan had strong states like the current one of China. What explains the “success” of pro-democracy movements in Korea and Taiwan?
- How and to what extent the pro-democracy movements were shaped by “political opportunity” during the authoritarian, democratic transition, democratic consolidation periods?

Oct. 12 Democracy and Social Movements in Taiwan


Due: Annotated Bibliography

Oct. 14 Freeman Lecture – Victor Cha

Oct. 17 Democracy and Social Movements in South Korea


Recommended reading:

Section 4: Social Movements in East Asian Democracies

Previously, we looked at (pro-democracy) movements involving a larger portion of the society in authoritarian regimes. What happens to social movements after democratization? In this section, we will look at movements for inclusion/expansion of rights for traditionally excluded groups such as minority, immigrants, and women in East Asian democracies.

- What are the similarities and differences in protest dynamics in autocracies vs. democracies?
- Which theories are more or less useful at examining social movements in autocracies vs. democracies?
- What are the advantages/disadvantages for social movements operating in democratic systems where formal institutional channels exist?

Oct. 19 Japanese Politics and Society


Oct. 24 NO CLASS – FALL BREAK

Oct. 26 Guest Speaker – Prof. Nathaniel Heneghan (Zainichi Koreans in Japan)

Oct. 31 Social Movements in Japan (minorities)


Nov. 2 South Korean Politics and Society Since Democratization


Due: Thesis Statement and Outline of Research Project

Nov. 7 Social Movements in South Korea (women & queer)

Section 5: East Asian Social Movements in Global Context

Global Civil Society in East Asia

- How can we understand and evaluate the impacts of global/transnational civil society within the social movements theories/framework we examined earlier in the class?

- What are the pros/cons of being a transnational vs. a domestic civil society organization in advancing its cause?

- What factors affect/condition the effectiveness of transnational advocacy groups?

Nov. 9  Guest speaker - Hannah Song, CEO of Liberty in North Korea

Nov. 14  Transnational Civil Society and Advocacy


Impacts of the Internet and New Social Media in East Asia

- What are the impacts of new social media (Internet, social media platforms like Facebook, Twitter, Weibo, etc.) on sociopolitical activism in authoritarian vs. democratic societies in East Asia?

- What are the opportunities that arise from the introduction of these new social media?

- What are the constraints that could hamper social movements?

- How does this introduction/use of new social media fit with the existing theories of social movements?

Nov. 16  Internet/New Social Media & Social Movements


Nov. 21  Authoritarian context – China


Due: Rough Draft of Research Paper

Nov. 23  NO CLASS – THANKSGIVING BREAK

Nov. 28  Democratic context – Japan


Nov. 30  Student Presentations

Dec. 5  Student Presentations

Dec. 7  Student Presentations

Dec. 12  NO CLASS – READING PERIOD

Final paper due December 13th by midnight via Turnitin.com
Appendix

1. Some potential East Asian social movements that students can pursue as their research project:
   - Environmental movements in China, Japan, and/or South Korea
   - Students Emergency Action for Liberal Democracy in Japan
   - Anti-American protests in South Korea
   - Comfort Women Movement in Korea/Korean-American Community in the US
   - Unwed mothers and adoptees movement in South Korea
   - Anti-nuclear protests in Taiwan
   - Licensed prostitutes movement in Taiwan
   - Sunflower Movement in Taiwan
   - Human rights in North Korea

2. Edited volumes to consult in choosing cases on East Asian social movements:

3. See our Chinese, Japanese, and Korean Politics (forthcoming mid- to late-September) Pages for library resources. You may also make an appointment with a librarian for personal research sessions ([http://www.wesleyan.edu/libr/howdoi/makeanappointment.html](http://www.wesleyan.edu/libr/howdoi/makeanappointment.html)).

4. Please take advantage of the Writing Workshop ([http://wesleyan.edu/writing/workshop](http://wesleyan.edu/writing/workshop)) for help on writing assignments.