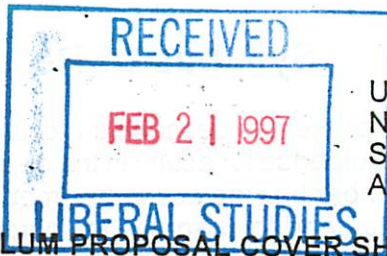


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: LS 207
Submission Date: _____
Action-Date: _____
*not approved
as non-W
4-3-97*

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr Steven F. Jackson Phone x7962
Department Political Science

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE PS383/583 Political Systems::Asia
Suggested 20 character title

New Course* _____
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval+ PS383/583 Political Systems: Asia
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

[Signature] Department Curriculum Committee
[Signature] Department Chair
[Signature] 2/7/96 College Curriculum Committee
[Signature] 2/7/96 College Dean

+Director of Liberal Studies (where applicable) *Provost (where applicable)

Syllabus of Record Format

The course syllabus is present to describe the course in some detail to those interested in the course and to provide guidance to faculty in the department who may wish to teach the course. While each faculty member has the academic freedom to deliver a course in his/her own style, this freedom does not extend to changing the purpose, nature or objectives of the course. A copy of the Senate-approved syllabus for each course is to be maintained in the office of the department offering the course.

A well-written syllabus will contain the following elements:

- I. Catalog Description. This includes the course title, number of credits, prerequisites and an appropriately written course description.
- II. Course Objectives. What is that students will achieve as a result of taking this course?
- III. Detailed Course Outline. This should give the reader an outline of the topics examined in the course as well as an indication of the amount of time spent on each topic. This is either done by indicating the number of lecture hours spent on each topic or by indicating the percentage of time spent on each topic.
- IV. Evaluation Methods. Indicate the type(s) of evaluation used (quizzes, exams, projects, papers, etc.) and detail the requirements on evaluations particular to this course. Indicate the weight of each type of evaluation being used and how the final grade will be determined.
- V. Required Textbook(s), Supplemental Books and Readings. The UWUCC recognizes that, in some fields, textbooks change rapidly and that the textbook indicated in the syllabus may be outdated by the time the course is offered. However, please indicate your judgement of the best textbook available at the time the course is proposed.
- VI. Special Resource Requirements. List any materials or equipment that the student is expected to supply for this course. Is there a lab fee associated with the course?
- VII. Bibliography. A current list of resource materials used to prepare for, and teach the course.

See the Appendix for an example of a syllabus of record.

Liberal Studies Course Approval Form Instruction Sheet

Use this form only if you wish to have a course included in a Liberal Studies Learning Skill or Knowledge Area category. Do not use this form for synthesis or writing-intensive sections; different forms are available for these. If you have questions, contact the Liberal Studies Office, 352 Sutton Hall, telephone 357-5715.

This form is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

- _____ Standard UWUCC Course Proposal Cover Sheet, with signatures (one page)
- _____ Completed copy of LS General Information Check-List--Parts 1-3 of this form. (one page)
- _____ One sheet of paper for your answers to the four questions in Part IV of this form. (one page)
- _____ Completed check-list for each curriculum category in which your course is to be listed--e.g. Non-Western Cultures, Fine Arts, etc. (one page each) [Check-lists are found in Appendix to this Handbook.]
- _____ Course Syllabus in UWUCC Format.

Note: If this is a new course not previously approved by the University Senate, you will also need answers to the UWUCC Course Analysis Questionnaire. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review. For information on UWUCC procedures for new courses or course revisions, see appropriate sections of this Handbook.

Submit one (1) copy of the completed proposal to the Liberal Studies Office (352) Sutton Hall). The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.)

Please Number All Pages

CHECK LIST -- HEALTH AND WELLNESS

Knowledge Area Criteria which the course must meet:

- _____ Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- _____ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- _____ Allow students to use and enhance the methods of inquiry and vocabulary commonly used in the discipline.
- _____ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Health and Wellness Criteria which the course must meet:

- _____ Address the major components relevant to a healthy lifestyle for both men and women. These major components include, but are not limited to, exercise, nutrition, stress, and substance abuse. In this respect, appropriate courses must be multidisciplinary in nature and not specialize in any single area of health and wellness.
- _____ Employ laboratory experiences and physical activities that correlate to the recognized content areas of the course.
- _____ Utilize a scientific base, and promote knowledge and skills that have strong empirical validity.
- _____ Provide the students with an opportunity to assess their personal well-being and forecast the possible outcomes of altered patterns of behavior.
- _____ Focus on a variety of behavioral skills to assist students in selecting lifestyles for quality living.
- _____ Identify hereditary, personal and environmental factors that affect health.
- _____ Assist the students in recognizing contemporary health issues and evaluating the credibility of health information.
- _____ Encourage the students to assume responsibility for their personal health as well as the wellness of family and community.
- _____ Address health and wellness in a gender-balanced fashion.

CHECK LIST -- NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

Liberal Studies Course Approval, Part 4

Course: PS383

Instructor: Dr. Steven F. Jackson

IV.

A. Multi-section, multiple-instructor course equivalency. N.A., single section taught each Spring, same instructor.

B. Perspective of women and minorities. In the section on traditional Vietnam and Korea, the issue of comparative status of women in traditional northeast and southeast Asian societies is treated. Changes in gender roles is briefly addressed in the section on "Nationalism" and more extensively in "Revolution." Finally, an extensive examination of the role of women and especially teenage girls in the process of industrialization is treated in the section on Taiwan through the reading from *Factory Women in Taiwan* by Lydia Kung.

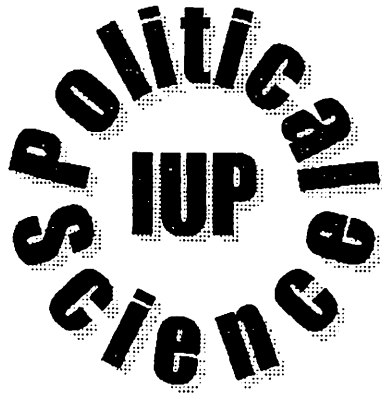
C. Use of substantial works of non-text book fiction or nonfiction. The short story/novella, "The True Story of Ah Q" by Lu Xun will be used in the section of the course on the impact of the West. This story by China's greatest modern author is an allegory for the condition of traditional Chinese society in its response to Western and Japanese imperialism. In the "Revolution" section of the course a film from the series *Vietnam: A Television History* will be shown entitled "Roots of War" which is a documentary and oral history of the early conflict from the period of French imperialism to the end of World War II. Also, primary documents (translated) concerning China's early reaction to the West will be used, as well as during the "Revolution" section of the course. Economic data sheets will be used in the "Japanese Economic Miracle" and "Next NICs" sections.

D. If this is an introductory course, how is it different from what is provided for beginning majors? N.A., not introductory course.

Student Information and Acknowledgment Form

course: PS383/PS583: Political Systems East Asia

Please read the attached syllabus, cover sheet, and sign it to indicate the requirements of the course in help me understand your needs confidential. Please detach this of your first class session.



fill out the information on this that you have read and understand full. This information is meant to better, and will be kept sheet and hand it to me at the end

Name: _____

Year in school: _____

Major (if any): _____

Social Security Number: _____

Mailing Address: _____

Phone Number (optional): () -

Previous international experience (travel, residence, nationality), if any: _____

Briefly describe your reasons for taking the course: _____

Are there any special circumstances of which I should be aware? _____

I have read and understand the course requirements and conditions.

Signed _____

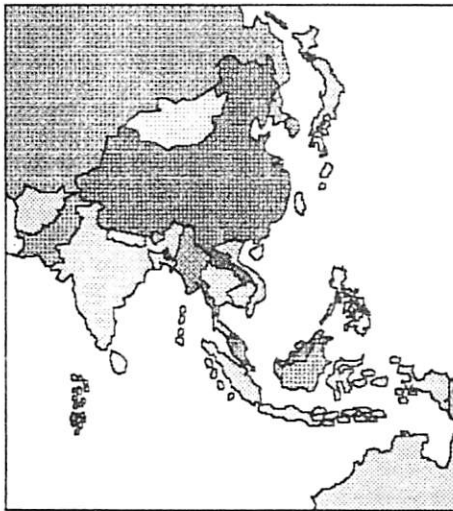
**Political Science 383/583
Political Systems East Asia**

<p>Dr. Steven F. Jackson Dept. Political Science 107 Keith Annex Indiana PA 15705-1069 phone: (412) 357-7962 dept.: (412) 357-2290 fax: (412) 357-6478 e-mail: SJACKSON@grove.iup.edu</p>	<p>Indiana University of Pennsylvania Semester: Spring 1996 Credits: 3 Section: 1 Room: Keith 164 Time: TR 1:15-2:45 NOTE: PS583 meets simultaneously with PS383</p>
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I. Introduction

East Asia is a broad region which has witnessed both intense turmoil and conflict as well as miraculous economic growth since the end of the Second World War. The region itself is defined both geographically as well as culturally, bound together by a common history, Confucian ethics, and the tradition of Chinese writing and government. This course is an intensive seminar in the politics of East Asia and seeks to highlight some of the vital similarities and differences between the major nations of the region: China, Japan, Korea, Taiwan and Vietnam.

Catalog Description: "Intensive, comparative study of the government and politics of a selected region." The course fulfills both "Non-Western" requirement and also carries the Liberal Studies writing-intensive /W/ designation and the non-Western designation.



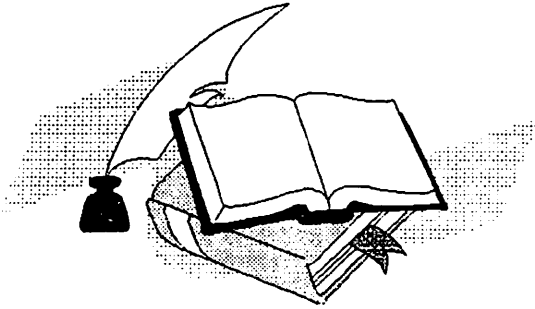
Objectives:

1. Substantively, students are expected to gain a broad understanding of the political-economies of the major countries of East Asia, and the ways in which each country's history, society and culture have influenced its development. Students are also expected to make broad generalizations about the development of the East Asian region as a whole.
2. This course will also emphasize a number of important skills, such as small-group teamwork, intensive research utilizing materials beyond IUP and most of all, writing in a variety of formats, including comparative analysis, research writing, and numerical interpretation.

II. Office Hours

or by appointment or drop-in. My office is in Keith Hall Annex A-101.

III. Textbooks



Two texts are required for the course for undergraduates, and three for graduate students. In addition, a reader for both PS383 and PS583 will be available at Pro-Packet, which is in the University Square center (near Denny's restaurant), phone: 357-8402. Finally, a few readings also will be placed on reserve at Stapleton Library.

Deyo, Frederic C., ed. *The Political Economy of the New Asian Industrialism*. Ithaca: Cornell University Press, 1987. [PS583 only]

Fairbank, John K., Edwin O. Reischauer, and Albert M. Craig. *East Asia: Tradition and Transformation*. Rev. ed. Boston: Houghton Mifflin, 1989. [PS383 and PS583]

Vogel, Ezra F. *The Four Little Dragons: The Spread of Industrialization in East Asia*. Cambridge, Ma.: Harvard University Press, 1991. [PS383 and PS583]

Note: the readings are expected to be completed for the session under which they are listed on the syllabus.

IV. Attendance, Make-up and Late Material Policy

Attendance of the course is expected but not required. Students should be aware that frequent quizzes, discussion, suggestions and announcements in class make frequent absences highly inadvisable.

The lowest two quiz scores will be dropped from grade calculation. No makeup quizzes or tests will be administered. Late papers will be penalized 5% for each twenty-four hour period that they are late, including weekends, and it is the student's responsibility to ensure that I have received the paper. A paper will be considered received when I see the paper or it is dated by a member of the political science department.

V. Course Requirements and Evaluation

Discussion and attendance: This class will be taught in an interactive manner, and students are expected and required to speak, discuss, and comment on the topics of the course. This means that the quality of student comments will be evaluated, not simply quantity. Students are also expected to cooperate in formal and informal groups.

Reading teams: A quick perusal of the syllabus will reveal that a substantial amount of reading is required for the course. During the second week of the course, students will organize reading teams, small groups of students who will work together to read, summarize, exchange notes and informally discuss the readings. At the end of the semester, each student will evaluate his/her teammates by an anonymous grade, the average of which will constitute ten percent of the overall course grade. Readings teams' membership will be reviewed at the midterm.

Short papers: Each student will write three 1,000-word essays (approximately four type-written, double-spaced pages) on a specific question distributed one week before the paper is due. Students in PS583 will write an additional short paper and have additional reading assignments.

Quizzes: At the conclusion of each week, a brief quiz will be administered, graded and returned. These quizzes will consist of brief identifications of names, events, dates, and authors' theses. A few of the quizzes will be team

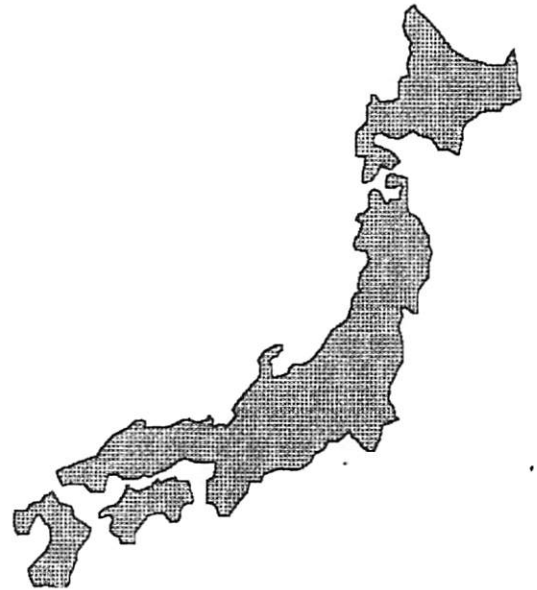
quizzes in which one team member will be selected at random to take the quiz, and that person's score counts for the rest of the team. Team quizzes will be announced beforehand.

Research paper: each student must write a 2,500-word (approx. ten-page) research paper on a topic of your choice approved by the instructor. The paper will be due on Apr. 26, 5:00 p. Students will also make a brief presentation of their research findings on the following day.

Final examination: The final examination will be an in-class examination applying particular concepts of the course. One week before the final examination a set of study questions will be distributed, three of which will be asked on the final.

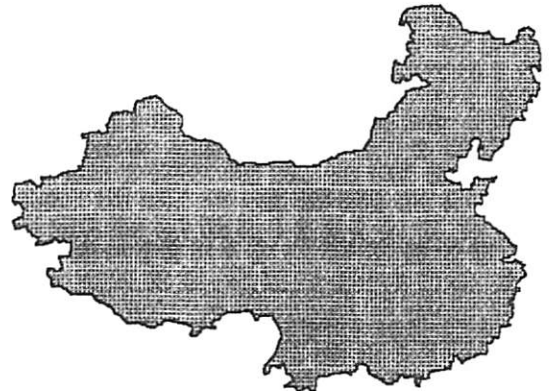
Distribution: PS383

discussion	15.0%
reading team	10.0%
short paper 1	10.0%
short paper 2	10.0%
short paper 3	10.0%
quizzes	10.0%
research paper	25.0%
final examination	10.0%



Distribution: PS583

discussion	15.0%
reading team	10.0%
short paper 1	7.5%
short paper 2	7.5%
short paper 3	7.5%
short paper 4	7.5%
quizzes	10.0%
research paper	20.0%
final examination	10.0%



VI. Schedule and Readings

Jan. 17 **Introduction: "East is East and West is West...."**

Fairbank et al., pp. xiii-xv, 1-16, 44-54.

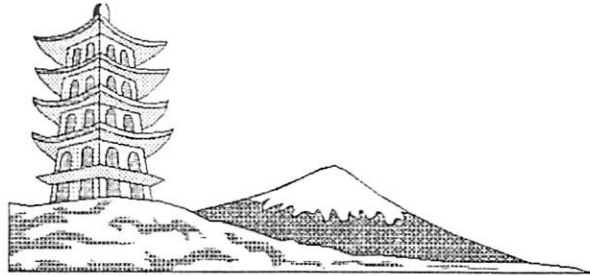
Jan. 19 **The Great Tradition: Non-Western Governance in China**

Fairbank et al., chapter 9.

Document: "The Ch'ien-lung Emperor: A Decree," in *The China Reader: Imperial China*, ed. Franz Schurmann and Orville Schell (New York: Vintage, 1967).

Jan. 24-26 **Traditional Japan**

Fairbank et al., chapters 14 and 15.



Jan. 31-Feb. 2 **Traditional Vietnam and Korea**

First short paper due, Jan. 31, 5:00 pm

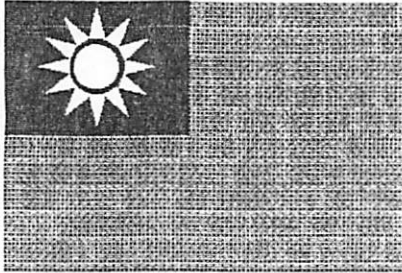
Fairbank et al., chapters 10 and 12.

Feb. 7-9 **Impact of the West**

Lu Xun, "The True Story of Ah Q," in *The Complete Stories of Lu Xun*, trans. Yang Xianyi and Gladys Yang (Bloomington: Indiana University Press, 1981).

Fairbank et al., chapters 17, 18, 19, 20, 21

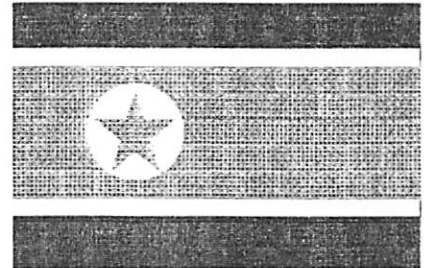
Moulder, Frances V. *Japan, China, and the Modern World Economy: Toward a Reinterpretation of East Asian Development ca. 1600 to ca. 1918*. Cambridge: Cambridge University Press, 1977, chapters 4 and 5.

Feb. 14-16**Rise of Nationalism**

Fairbank et al., chapter 23 and 25.

Rees, David. *A Short History of Modern Korea*. New York: Hippocrene Books, 1988, chapter 7.**Feb. 17, 5:00 pm****second short paper due****Feb. 21-23****Revolutions in Asia**Bianco, Lucien. *Origins of the Chinese Revolution, 1915-1949*. Stanford: Stanford University Press, 1967, chapter 6.Karnow, Stanley. *Vietnam: A History*. New York: Penguin, 1983, chapter 4.

Film: Vietnam: A Television History, "Roots of Conflict."

Feb. 28-Mar. 2**Revolutionary Regimes**Reserve: Meisner, Maurice. *Mao's China and After: A History of the People's Republic*. New York: Free Press, 1986, chapters 18, 19.Lee, Chong-Sik. "Stalinism in the East: Communism in North Korea." In *The Communist Revolution in Asia: Tactics, Goals and Achievements*. Ed. Robert A. Scalapino. Englewood Cliffs, NJ: Prentice-Hall, 1965.**Spring Break****Mar. 14****Early Postwar Japanese Politics**Richardson, Bradley M., and Scott C. Flanagan. *Politics in Japan*. Boston: Little, Brown, 1984, chapter 2.

Fairbank et al., pp. 808-827.

Mar. 16**Early Patterns of Taiwanese Politics**

Fairbank, et al., pp. 896-907.

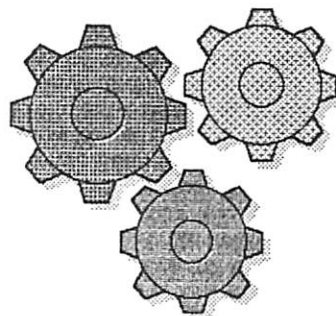
Wade, Robert. *Government the Market: Economic Theory and the Role of Government in East Asian Industrialism*. Princeton: Princeton University Press, 1990. Chapter 8.

Mar. 21-23 Economic Miracles: Japan

PS583: Johnson, Chalmers in Deyo, ed.

Curtis, Gerald L. *The Japanese Way of Politics*. New York: Columbia University Press, 1988, chapter 2.

Fairbank et al., pp. 828-875.



Mar. 28-30 Economic Miracles: Korea and Taiwan

Amsden, Alice. *Asia's Next Giant: South Korea and Later Industrialization*. New York: Oxford University Press, 1989, chapter 1.

Vogel, chapters 2 and 3.

Lydia Kung, "Industry and Labor in Taiwan: An Overview," in *Factory Women in Taiwan* (New York: Columbia University Press, 1994).

Apr. 4-6 Economic Miracles: Hong Kong and Singapore

Vogel, chapter 4.

Fairbank, et al., 925-929.

Apr. 11-13 Economic Miracles: Summary/Review

PS583: Cumings, Bruce in Deyo, ed.

PS583: Haggard and Cheng in Deyo, ed.

PS583: Deyo, Frederic C., "Coalitions, Institutions, and Linkage Sequencing -- Toward a Strategic Capacity Model of East Asian Development," in Deyo, ed.

PS383: Vogel, chapter 5.

April 14, 5:00 pm **third short paper due**

Apr. 18-20 **The Next Miracles?**

Vogel, Ezra. "The Takeoff of the Guangdong-Hong Kong Region." In *One Step Ahead in China: Guangdong Under Reform*, 426-449. Cambridge, Ma.: Harvard University Press, 1989.

Williams, Michael C. "Reform and the Economy." In *Vietnam at the Crossroads*, 39-58. New York: Council on Foreign Relations, 1992.

Apr. 25 **Regional Theory and East Asia in Comparative Perspective**

Reserve: Rozman, Gilbert. "The East Asian Region in Comparative Perspective." In *The East Asian Region: Confucian Heritage and Its Modern Adaptation*, 3-42. Princeton: Princeton University Press, 1991.

Apr. 26, 5:00 pm **research papers due**

Apr. 27 **research papers presentations and discussion**

May 1 **Approaches to the Study of East Asia and Review**

Final Examination

Thursday, May 4, 8-10:00 am

VII. Statement of Student Responsibility

I am committed to the principle of active learning. For me, this means that learning cannot take place without students' active involvement in, commitment to, and responsibility for, their own education. Hence it is important that students conduct themselves in ways that indicate respect for the learning community and the learning process. While it is difficult to specify precisely what this means in all cases, at the very least it entails coming to class on time and being prepared to remain in one's seat for the duration of the class period. Respect for the learning community and the learning process would normally exclude persistent lateness, leaving the classroom during class time, and/or falling asleep in class. I also ask that you refrain from bringing food into the classroom.

VIII. Documentation

Here are a few simple rules about quotations, paraphrases, and plagiarism. Learn them and practice them.

1. "When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote."
2. "When you paraphrase another's words, use you own words and your own sentence structure, and be sure to use a footnote giving the source of the idea."
3. "A plagiarist often merely changes a few words or simply rearranges the words in the source."

Source: *Harbrace College Handbook*, p. 407.

Plagiarized work will result at the very least in a grade of "0" on the paper assignment, and such an event will be reported to the Dean of the College, as per our college policies.

Bibliographies and Notes

In the main, individual entries in all scholarly reference lists and bibliographies include similar information about a published work. For a book, these facts are

Name of the author or authors, or the editors
Full title of the book, including the subtitle
Edition, if not the original
City of publication
Publisher's name
Date of publication

For an article in a periodical, the facts given are

Name of the author
Title of the article
Name of the periodical
Volume number (sometime the issue number)
Date
Pages occupied by the article¹

Please note also that bibliographies are usually formatted on a page with a centered title labeled "bibliography" and individual entries are usually entered with a "hanging indent," that is, the second and subsequent lines of the entry are indented five spaces, so that the author's last name "hangs" for easy recognition. A blank line should separate each entry, which can be either single spaced or (more properly) double spaced. Below are four examples with footnote equivalents, and references to stylebook sections.

Cummings, Bruce. "The Origins and Development of the Northeast Asian Political Economy: Industrial Sectors, Product Cycles, and Political Consequences." In *The Political Economy of the New Asian Industrialism*, ed. Frederic C. Deyo, 44-83. Ithaca: Cornell University Press, 1987.²
[Chicago 16.49-50; Turabian 11.26; MLA 4.5.8]

¹ University of Chicago Press, *The Chicago Manual of Style*, 13th ed. (Chicago: University of Chicago Press, 1982), 438-439.

² Bruce Cummings, "The Origins and Development of the Northeast Asian Political Economy: Industrial Sectors, Product Cycles, and Political Consequences," in *The Political Economy of the New Asian Industrialism*, ed. Frederic C. Deyo, (Ithaca: Cornell University Press, 1987), 45.
[Chicago 17.46; Turabian 11.26; MLA 5.8.5f]

Johnson, Chalmers, ed. *Change in Communist Systems*. Stanford: Stanford University Press, 1970.³
[Chicago 16.24; Turabian 11.11; MLA 4.5.2]

Moody, Peter R., Jr. "The Political Culture of Chinese Students and Intellectuals." *Asian Survey* 28 (November 1988): 1140-1160.⁴
[Chicago 16.98-127; Turabian 11.39; MLA 4.7.1]

Organski, A. F. K., and Jacek Kugler. *The War Ledger*. Chicago: University of Chicago Press, 1980.⁵
[Chicago 16.11-97, specif. 16.15; Turabian 11.4; MLA 4.5.4]

Please note the following in the examples: First, the first letters of the major words in the title of Cuming's chapter are set in capitals, even though in the original they were in lowercase letters.⁶ Also note that the volume number for *Asian Survey* is given in Arabic, not Roman numerals, even though that journal uses Roman numerals on its title page.⁷ Also, note that a comma is placed between Organski and Kugler's names.⁸

The major differences between bibliographic form and note form are that names are not reversed in notes, and the major elements of the citation are divided by commas, not periods. The facts of publication are enclosed in parentheses in a note but not in a bibliography. Footnotes are usually divided from the text with a two-inch line.

For additional forms, see one of the following:

Gibaldi, Joseph, and Walter S. Achtert, eds. *MLA Handbook for Writers of Research Papers*. 2d ed. New York: Modern Language Association of America, 1984.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 5th ed. Chicago: University of Chicago Press, 1982.

_____. *Student's Guide for Writing College Papers*. 3rd ed. Chicago: University of Chicago Press, 1976.

University of Chicago Press. *The Chicago Manual of Style*. 13th ed. Chicago: University of Chicago Press, 1982.

IX. Bibliography

Amsden, Alice H. *Asia's Next Giant: South Korea and Late Industrialization*. New York: Oxford University Press, 1989.

Bresnan, John. *From Dominoes to Dynamos: The Transformation of Southeast Asia*. New York: Council on Foreign Relations, 1994.

³ Chalmers Johnson, ed., *Change in Communist Systems* (Stanford: Stanford University Press, 1970), 5.
[Chicago 17.35; Turabian 11.11; MLA 5.8.5b]

⁴ Peter R. Moody, Jr., "The Political Culture of Chinese Students and Intellectuals," *Asian Survey* 28 (November 1988): 1142-1145.
[Chicago 17.51; Turabian 11.39; MLA 5.8.6a]

⁵ A. F. K. Organski and Jacek Kugler, *The War Ledger* (Chicago: University of Chicago Press, 1980), 1-12.
[Chicago 17.29; Turabian 11.4; MLA 5.8.5c]

⁶ University of Chicago Press, *The Chicago Manual of Style*, 13th ed. (Chicago: University of Chicago Press, 1982), 222.

⁷ *Ibid.*, 462.

⁸ *Ibid.*, 441.

- Bresnan, John. *Managing Indonesia: The Modern Political Economy*. New York: Columbia University Press, 1993.
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East Asian Politics
 PS383/583 Spring 1996
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**PS383/583:
 Short Paper #1**

Due: Jan. 31, 5:00pm

Please note that a one-half grade penalty will be assessed for each 24-hour period that the paper is late (i.e., a paper that was 75 points out of 100 will be 70 points). This paper will constitute ten percent of the course grade.

Length: 750 words minimum, maximum, 1,000 words.

This is approximately three to four double-spaced, one-inch-margin, type-written pages. Be aware that exceeding the page limit will be penalized.

Topic:

How did the governmental structures and political cultures of traditional China and feudal Japan differ, circa 1800, and what advantages and disadvantages did the two different systems have?

Suggestions:

Specific: The differences between the Tokugawa system of centralized feudalism and the Qing dynasty's centralized bureaucratic system are substantial. Among the issues which should be examined are the potential resources each country could bring to bear in self-defense, attitudes toward militaries, disposition toward external threats, foreign relations systems, organization, and efficiency. Beware of teleological errors, the reading of the *necessary* failures of the Chinese system because of later events and the *necessary* success of the Japanese system because of its later success. This may be your conclusion, but it must in turn argue against other interpretations which focus on non-structural factors.

General: Please see the document "Where the Circles Meet" in the appendix of the syllabus. In writing this paper, be sure to spend time drafting and redrafting your essay, making sure it has a clear and explicit thesis statement, an interesting first paragraph which both catches the reader's attention and outlines the thrust of the paper, a logical structure that supports the thesis, and a conclusion that summarizes the paper and returns to the thesis. The writing should also make use of brief quotations from the readings, other historical or current incidents, available statistics or other support.

The Writing Center (Eicher Hall 218, 357-3029) is open Monday-Thursday 9:00 to 4:00 and 6:00pm to 9:00pm, and Friday 9:00am-3:00pm. They can help with it is expected that the students will keep a copy of their paper either on disk or photocopy.

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PS383/583
Fairbank vs. Moulder Debate Guide

Issue	Fairbank		Moulder	
	China	Japan	China	Japan
general thesis:	435, 559, 563	490-492		
response to West	435, 559, 563	552		133
pre-West conditions		434, 514		129
role of missionaries	572-573, 595-596	526, 530	124-126	141-142
tariffs	562, 568, 580	497, 504, 516	106-9	132
indemnities		498	127	142
capital development			118	141
territorial integrity		518	119-124	143-145
leadership	563, 586-588	502-505, 520, 528- 529	-	-
shipping	585	521, 523	111	139-140
manufacturing	588-591	516-517, 522	113-114	

railroads	589-590		114-116	
trade		514	98-103	134-138
banking		508	116-118	140-141
sequence of Western impact	559			128
agriculture		514		129

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IUP
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**PS383/583:
Short Paper #2**

Due: Feb. 17, 5:00 pm

Please note that a one-half grade penalty will be assessed for each 24-hour period that the paper is late (i.e., a paper that was 75 points out of 100 will be 70 points). This paper will constitute ten percent of the course grade.

Length: 1000 words maximum, 750 words minimum.

This is approximately three to four double-spaced, one-inch-margin, type-written pages. Be aware that exceeding the page limit will be penalized.

Topic:

Moulder and Fairbank/Reischauer/Craig disagree about the causes of the different responses of China and Japan to the West. Choose a number of issues on which the two books disagree and compare and contrast the arguments. Be sure to cite and quote the relevant passages from each author. What implications do the arguments have for the contemporary period?

Suggestions:

Choosing two or three issue areas which Moulder and Fairbank et al. would be a logical approach. Analyze the differences of the two in their statement of facts, relative emphasis and implications of their treatment of the topic. Current implications of the arguments should probably not constitute a large portion of the paper but should nevertheless address the issue of why a historical debate has contemporary relevance.

In writing this paper, be sure to spend time drafting and redrafting your essay, making sure it has a clear and explicit thesis statement, an interesting first paragraph which both catches the reader's attention and outlines the thrust of the paper. The writing should also make use of brief quotations from the readings and other historical or current incidents.

It is expected that the students will keep a copy of their paper either on disk or photocopy.



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Short Paper Assignment #3

Due: 5:00 pm, April 14

Please note that a five-point grade penalty will be assessed for each 24-hour period that the paper is late.

Length: 1,000 words maximum, 750 words minimum.

This is approximately four double-spaced pages. Be aware that exceeding the page limit will be penalized.

Topic:

Is there a single distinct "East Asian economic miracle?" Is there a common basis for the economic success of the countries of East Asia, and if so, what is it? If not, what are the distinctions between the countries' political-economies?

Suggestions:

There are two obvious directions in which to take this topic. The first is to argue for the commonalities of East Asian economic miracles, and isolate a number of factors (role of government, cultural influences, economic structure, etc.) which exist in all of the countries which are considered to have experienced the "miracle" (depending upon how one defines it). The other direction would be to argue that similar outcomes in East Asia have been produced by very different sets of circumstances, particular to individual countries or groups of countries within East Asia, but that no single common factor exists which can explain all outcomes.

Sophistication in argumentation, use of comparative analysis and quotations from sources are all essential for this essay, as well as terse writing. Counter examples should be dealt with, along with contradictory evidence.

All students, regardless of writing experience, should consult with the Writing Center on their drafts, and it is highly recommended to discuss ideas with the instructor.



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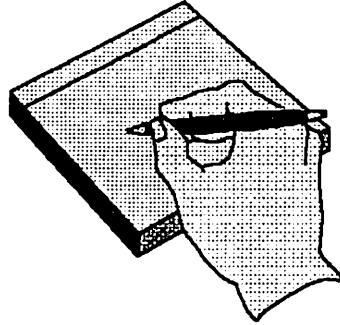
PS383/583
Suggested Research Paper Topics

Below are a few suggested topics for students to consider for their research paper. These topics do not preclude a student from developing his/her own topic, but any such topic must be approved by the instructor before the middle of the term. A good topic must be stated as a question that the student intends to answer by her/his research, e.g., "Why did South Korea and Taiwan both begin to democratize at around the same time?" or "Why do countries in East Asia follow similar industrialization paths?"

1. Comparative democratization in East Asia
2. Comparative educational policy in East Asia.
3. Comparative industrial policies in East Asia.
4. Comparative industrialization in northeast and southeast Asia.
5. Comparative Japanese and Western Imperialism, 1876-1945.
6. Comparative peasant revolts and revolutions in East Asia.
7. Comparative pollution/environmental policy in East Asia.
8. Comparative socialist economic reform in East Asia (China and Vietnam).
9. Development and evolution of American images of East Asia.
10. Fall of the LDP from power in Japan, 1993.
11. Hong Kong's transition to Chinese rule in 1997.
12. Industrial policy in Japan.
13. Islam and the economic development of Southeast Asia.
14. Japanese electoral politics, 1947-1955.
15. Japanese electoral politics, 1955-1993.
16. Japanese foreign aid programs.
17. Policy toward multinational corporations in Singapore, Taiwan, and South Korea.
18. Role of ethnic Chinese in Southeast Asian commerce.
19. Singaporean social policy.
20. Politics of outcast communities in Japan (burakumin).

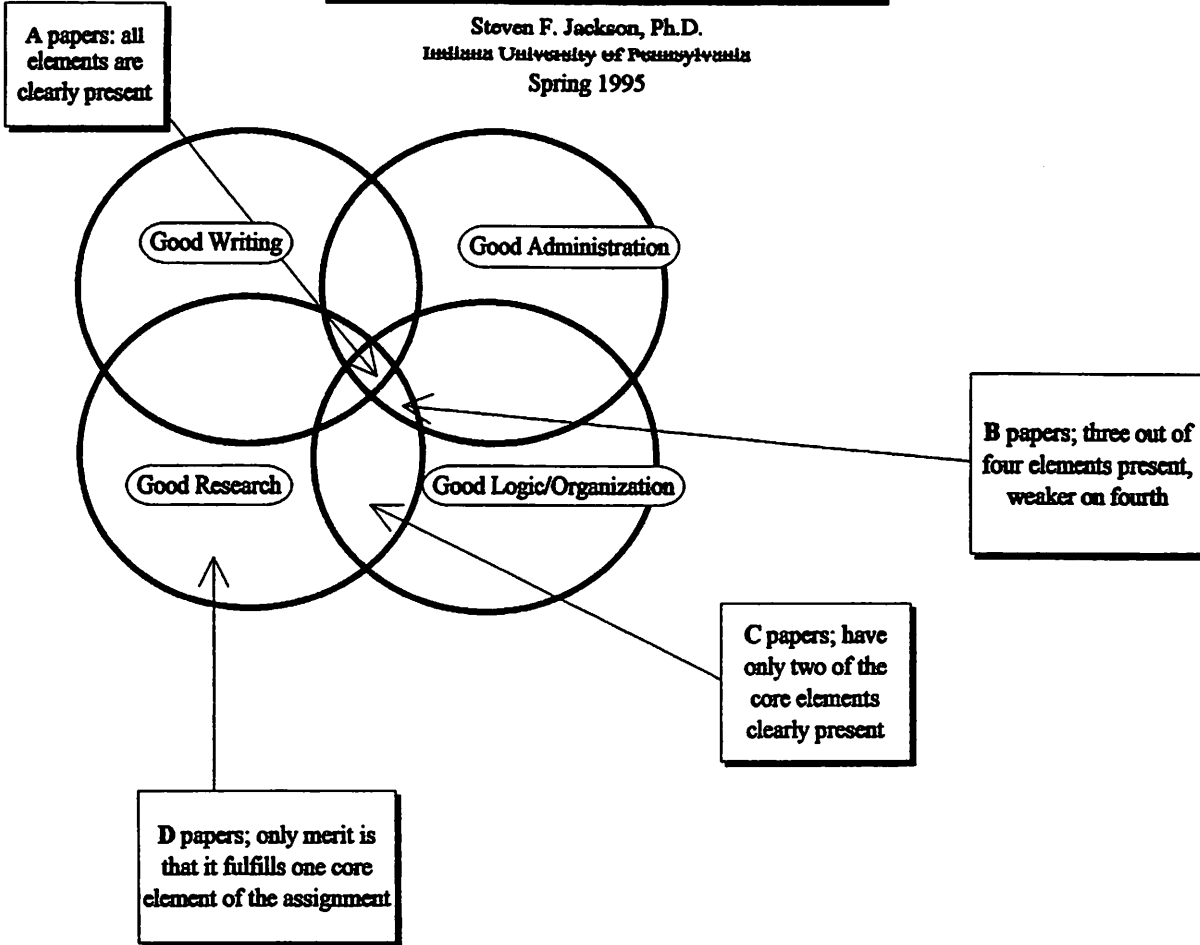


21. Comparative rise of nationalism in East Asia.
22. Comparative Confucianism in East Asia.
23. Comparative traditional government in East Asia.
24. Comparison of the Tiananmen and Kwangju massacres.
25. Prospects for next set of NICs.



Where the Circles Meet: Elements of an Outstanding Paper

Steven F. Jackson, Ph.D.
Indiana University of Pennsylvania
Spring 1995



Good writing:

- grammar is correct
- spelling 100% correct
- active voice
- clear, direct and interesting
- uses brief quotes to illustrate points
- paragraphs are coherent and flow logically
- introduction is interesting and concise
- conclusion answers the question and returns to introduction

Good research:

- uses a variety of sources, both primary and secondary
- uses Inter-Library Loan (ILL) materials
- uses statistics, where appropriate
- avoids popular magazines such as *Time*, *Newsweek* and *US News*
- is appropriately up-to-date
- does not simply cut-and-paste; shows original synthesis of sources

Good Logic:

- responds to the assignment, the whole assignment, and nothing but the assignment
- clearly stated thesis or question in first or second paragraph
- paragraphs support the thesis in a logical progression
- thesis is reasonable
- counter-arguments are anticipated and dealt with reasonably
- evidence is offered for each point

Good Administration:

- turned in on time
- typed or wordprocessed
- paper is in specified format: page and word limits respected, line spacing and margins
- cover sheet, stapled, with proper citation for both footnotes and bibliography
- drafts have been checked by writing center
- ideas have been discussed with instructor
- Backup copy retained by student

Date: April 4, 1997

To: Steve Jackson, Political Science Department

From: Darlene Richardson, Director

Subject: PS 285 and PS 383/583

At its meeting on April 3, 1997, the Liberal Studies Committee approved PS 285 Comparative Government: Non-Western Systems as a Non-Western Cultures course. Please submit a copy of the Non-Western checklist (p. 108 in the Undergraduate Curriculum Handbook). We also have three issues/questions for you: 1) with reference to the General Information Checklist which you submitted we thought that you should have checked primary for A1 and you should have checked secondary for D2 and D3 given the course syllabus; 2) how many pages comprise "Her Past," the main non-textbook reading, and 3) is the bibliography up-to-date. Thanks for contributing to our list of Non-Western courses.

The Committee discussed PS 383/583 Political Systems: Asia also proposed as a Non-Western Cultures course. We are concerned about the disadvantages Liberal Studies-type students (by that I mean non-Political Science majors/minors) might face in this course which mixes non-majors, majors, and graduate students who come to the course with different background knowledge in the discipline and different needs. We noted with some dismay that the prerequisite(s) for PS 383 are "suggested" prerequisites and wondered why an upper level course which is "not introductory" has no "firm" prerequisites. Would you and your department please help us understand how non-majors might fare in this course with majors and graduate students? Is your department willing to change the prerequisite(s) from "suggested" to "firm"? We also noted that the percentages for evaluation do not total 100%.

Copy: Brenda Carter, Dean
David Chambers, Chair