

Course Title:	Social Change and Politics in Japan
Course Code:	SSC 4316
Recommended Study Year:	3 and 4
No. of Credits/Term:	3
Mode of Tuition:	Lecture & Tutorial
Class Contact Hours:	3 hours per week
Category in Major Program:	CAPS Stream(Elective Course)
Discipline:	Social Sciences
Teaching Period:	First Term, 2017-2018

Instructor:

Dr. Dong ZHANG

Office Location: WYL221

Tel: 2616-7636

Email: dongzhang@Ln.edu.hk

Office Hours: Monday 3:30–5:30 PM; Tuesday 2:00–4:00 PM; or by appointment

Lecture: Monday 1:30 – 3:30 PM (LKK G02)

Tutorial Session: Tuesday 10:30–11:30 AM (LKK G04)

Course Overview:

This course examines the domestic politics, economic development, social changes and international relations of contemporary Japan. How did Japan transform into a modern state? Why did the Liberal Democratic Party (LDP) dominate Japanese politics during the postwar era? What were the driving forces of Japan's "miraculous" economic growth after the World War II? Why did Japan's economy swing from boom to bust in the 1980s-90s? What were the political and economic consequences of the bubble bust? What are the key challenges confronting Japan's foreign policies? This course seeks to offer a comprehensive analysis of the above questions and help students gain a deep understanding of Japan.

Teaching Methods:

This course consists of lectures, classroom discussions, tutorials, presentations, and research and writing.

Aims:

- Describe and analyze the most significant features of the contemporary Japanese political, economic and social structure.
- Discuss a number of critical issues which are currently being debated in Japan.

Learning Outcomes:

By the end of the course, the aim is that students will have improved the ability to:

- Apply critical thinking and analytical writing skills to the study of contemporary political and economic events related to Japan.
- Discuss intelligently the political, economic and social developments in Japan.
- Use theories of comparative politics and political economy to analyze important phenomena and events in a comparative manner.

Assessment of Learning Outcomes:

- **Attendance and Participation(10%):** Students are expected to complete all required readings prior to each lecture and to attend all lectures and tutorial sessions.
- **Tutorial Presentation(10%):** Each student will sign up for one of “tutorial sessions” during the course. One or two students will individually make a short presentation and lead discussion in each week’s tutorial session.
- **Short Paper(30%):** In a team of 2 (or 3) students, you will write a 10-page (or 15-page) paper to identify and analyze a policy problem in Japan. Following the analysis, you should offer recommendations on how the policy can be improved. Further details of expectations will be given during the course. This assignment will be due on **Friday, December 1 at noon.**
- **Final Exam (50%):** The final will cover all the course material. The format is a combination of short answer questions (IDs) and longer essay questions.

Prerequisites:

No prior knowledge of Japan is required. Prior coursework in political science and/or economics is advised.

Course Materials:

There are no required books for this course. However, we will read four chapters of the following book. The electronic version of this book can be accessed through our university library.

- Frances McCall Rosenbluth and Michael F. Thies, *Japan Transformed: Political Change and Economic Restructuring* (Princeton University Press, 2010)

Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work.” Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

Course Schedule and Reading List

Lecture 1: Introduction

Monday, September 4

There is no required reading for this lecture.

Recommended:

- Frances McCall Rosenbluth and Michael F. Thies, *Japan Transformed: Political Change and Economic Restructuring* (Princeton University Press, 2010)
 - Chapter 1

Lecture 2: From the Meiji Restoration to World War II

Monday, September 11

- Frances McCall Rosenbluth and Michael F. Thies, *Japan Transformed: Political Change and Economic Restructuring* (Princeton University Press, 2010)
 - Chapter 3

Recommended:

- David Flath, *The Japanese Economy*(Oxford University Press, 2005)
 - Chapters 2 and 3
- Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present*(Oxford University Press, 2013)
 - Chapters 1-13

Lecture 3: Japanese Political Institutions

Monday, September 18

- Frances McCall Rosenbluth and Michael F. Thies, *Japan Transformed: Political Change and Economic Restructuring* (Princeton University Press, 2010)
 - Chapter 4

Recommended:

- Ellis S. Krauss and Robert J. Pekkanen, *The Rise and Fall of Japan's LDP: Political Party Organizations as Historical Institutions*(Cornell University Press, 2011).
 - Chapter 1
- Ethan Scheiner, *Democracy Without Competition in Japan: Opposition Failure in a One-Party Dominant State*(Cambridge University Press, 2006).
 - Chapter 3

Lecture 4: Postwar Economic Miracle

Monday, September 25

- T.J. Pempel, *Regime Shift: Comparative Dynamics of the Japanese Political Economy* (Cornell University Press, 1998)
 - Chapter 2 (read pp.42-63)

Recommended:

- Chalmers Johnson, *MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1975* (Stanford University Press, 1981)
 - Chapters 1 and 9
- Paul Krugman, "The Myth of Asia's Miracle," *Foreign Affairs* 73,(6) 1994: 62-78

***** No lecture on October 2 *****

Lecture 5: State-Business Relations and Interest Groups

Monday, October 9

- T.J. Pempel, *Regime Shift: Comparative Dynamics of the Japanese Political Economy* (Cornell University Press, 1998)
 - Chapter 2 (read pp.63-80)

Recommended:

- Masahiko Aoki, "Unintended Fit: Organizational Evolution and Government Design of Institutions in Japan," in Masahiko Aoki, Hyung-Ki Kim, and Masahiro Okuno-Fujiwara, eds., *The Role of Government in East Asian Economic Development* (Clarendon Press, 1996): 233-251
- Margarita Estévez-Abe, *Welfare and Capitalism in Postwar Japan* (Cambridge University Press, 2008)
 - Chapter 6

Lecture 6: The Bubble and Financial Crisis

Monday, October 16

- William Grimes, *Unmaking the Japanese Miracle: Macroeconomic Politics, 1985-2000* (Cornell University Press, 2001)
 - Chapter 4

Recommended:

- Jennifer Amyx, "Informality and Institutional Inertia: The Case of Japanese Financial Regulation," *Japanese Journal of Political Science* 2,(1)2001: 47-66.
- Phillip Y. Lipsky and Hirofumi Takinami, "First-Mover Disadvantage: The Politics of Financial Crisis Response in Japan and the United States," *Japanese Journal of Political Science* 14,(3)2013: 321-353.

Lecture 7: Political Transformation After the Crisis

Monday, October 23

- Frances McCall Rosenbluth and Michael F. Thies, *Japan Transformed: Political Change and Economic Restructuring* (Princeton University Press, 2010)
 - Chapter 6

Recommended:

- Gary Cox, Frances Rosenbluth, and Michael Thies, "Electoral Reform and the Fate of Factions: The Case of Japan's Liberal Democratic Party," *British Journal of Political Science* 29,(1)1999: 33-56.
- Yusaku Horiuchi and Jun Saito, "Reapportionment and Redistribution: Consequences of Electoral Reform in Japan," *American Journal of Political Science* 47,(4)2003: 669-82.

Lecture 8: Economic Transformation After the Crisis

Monday, October 30

- Frances McCall Rosenbluth and Michael F. Thies, *Japan Transformed: Political Change and Economic Restructuring* (Princeton University Press, 2010)
 - Chapter 7

Recommended:

- Takeo Hoshi and Anil Kashyap, "Japan's Financial Crisis and Economic Stagnation," *Journal of Economic Perspectives* 18,(1)2004: 3-26
- Steven K. Vogel, *Japan Transformed: Political Change and Economic Restructuring* (Cornell University Press, 2006)
 - Chapters 1 and 7

Lecture 9: Social Change and Public Policy

Monday, November 6

- Robert Pekkanen, *Japan's Dual Civil Society: Members Without Advocates* (Stanford University Press, 2006)
 - Chapter 1

Recommended:

- Rosenbluth Frances, ed., *The Political Economy of Japan's Low Fertility* (Stanford University Press, 2007)
 - Chapter 1
- Priscilla A. Lambert, "The Political Economy of Postwar Family Policy in Japan: Economic Imperatives and Electoral Incentives," *The Journal of Japanese Studies* 33,(1)2007: 1-28

Lecture 10: Foreign Policy I: History and Institutions

Monday, November 13

- Michael Green, *Japan's Reluctant Realism: Foreign Policy Challenges in an Era of Uncertain Power* (Palgrave, 2001)
 - Chapter 2

Recommended:

- Michael Schaller, *Altered States: The United States and Japan Since the Occupation* (Oxford University Press, 1997)
- Amy Catalinac, *Electoral Reform and National Security in Japan: From Pork to Foreign Policy* (Cambridge University Press, 2016)

Lecture 11: Foreign Policy II: Japan and East Asian Security

Monday, November 20

- Michael Green, *Japan's Reluctant Realism: Foreign Policy Challenges in an Era of Uncertain Power* (Palgrave, 2001)
 - Chapter 3

Recommended:

- Richard J. Samuels, "New Fighting Power! Japan's Growing Maritime Capabilities and East Asian Security," *International Security* 32,(3) 2007: 84-112
- Jennifer Lind, *Sorry States, Apologies in International Politics* (Cornell University Press, 2010)

Lecture 12: Challenges and Future Development

Monday, November 27

- Vaclav Smil, "Japan's Economy in 2012: Multiple Challenges," *The Asia-Pacific Journal* 10,(24) 2012: 84-112
- *The New York Times*, "With Bad Economic News for Japan, Abe's Magic Seems to Evaporate" (November 20, 2014)

Assessment rubrics

Participation and performance (10%)

Criteria	Excellent A, A-	Good B+, B, B-	Fair C+, C, C-	Pass – Failure D+, D, F
Class attendance and participation	Class attendance is regular and the student speaks up regularly and enthusiastically	Class attendance is regular and the student speaks up now and then	Class attendance is quite regular but the student participates only when asked by the instructor	Class attendance is erratic and participation is nil or almost nil
Articulateness	Expression of ideas or opinions were consistently factually accurate, logical and clear	Expression of ideas or opinions were generally factually accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas or opinions were generally factually accurate, logical and clear, but with a number of minor lapses	Ideas or opinions were not expressed logically, and were characterized by significant factual inaccuracies and lack of clarity

Presentation (10%)

Criteria	Excellent A,A-	Good B+, B,B-	Fair C+,C,C-	Pass – Failure D+, D, F
Organization	The student presents information in a logical and well thought sequence and instructor can easily follow.	The student presents information in logical and acceptable sequence which instructor can follow.	Difficulty following presentation because student jump around.	Cannot understand presentation because there is no sequence of information
Subject Knowledge	The student demonstrates full knowledge by answering all questions with explanation and elaboration.	The student is at ease answering questions, but fails to elaborate.	The student is uncomfortable with information and is able to answer only rudimentary questions.	The student does not have grasp of information; cannot answer questions about subject
Graphics	The student's graphics explain and reinforce screen text and presentation.	The student's graphics relate to text and presentation	The student occasionally uses graphics which could not support well text and presentation	The student uses superfluous graphics or no graphics
Content	Presentation has sufficient and very good examples and no misspelling or grammatical error.	Presentation has adequate and relevant examples and minor misspelling and/or grammatical error	Presentation has a few and marginal examples and major misspelling and/or grammatical error.	Presentation has almost no or irrelevant example and major spelling and/or grammatical error.
Articulateness	Excellent articulation with clear voice, correct pronunciation and relevant emphasis on important parts	Good articulation with clear voice, mostly correct pronunciation and some emphasis on important parts	Fair articulation with occasional unclear voice, some incorrect pronunciation and few emphasis on important parts	Students mumble, incorrectly pronounces many terms and audience could hardly find out main points of the presentation

Short Paper (30%)

Criteria	Excellent A, A-	Good B+, B, B-	Fair C+, C, C-	Pass – Failure D+, D, F
Research Question	Wrote clear, creative and interesting question which fit the topic.	Wrote clear but commonly raised question which fit the topic.	Wrote question which barely matched with the topic.	Wrote question which did not fit the topic
Literature review	Very relevant and effective literature reviews; excellent analyses of selected literatures	Adequate relevance and effectiveness of literature reviews; good analyses of selected literatures	Fair relevance and effectiveness of literature reviews; fair analyses of selected literatures	Weak, invalid, or no relevance and effectiveness of literature reviews; poor analyses of selected literatures
Proposed methodology	The selected method could fully address the research question and has full possibility to provide answers to the question; excellent and clear explanation of the proposed methodology	The selected method could well address the research question and has good possibility to provide answers to the question; good and adequate explanation of the proposed methodology	The selected method could fairly address the research question and has a fair possibility to provide answers to the question; fair and with some inadequate explanation of the proposed methodology	The selected method could hardly address the research question and has a slim possibility to provide answers to the question; inadequate and incorrect explanation of the proposed methodology
Organization and Writing	Structure enhances the proposal, strong sections and seamless flow; virtually no English error.	Structure supports the proposal, clearly ordered sections fit together well; some minor English errors.	Structure is of inconsistent quality, may have redundancies or disconnections; frequent English errors.	Needs significant reorganization; English errors significantly impair readability.

Examination (50%)

Criteria	Excellent A,A-	Good B+, B,B-	Fair C+,C,C-	Pass – Failure D+, D, F
Comprehension of all the relevant concepts.	Demonstrates a deep insightful level of understanding	Demonstrates a good surface level of understanding	Demonstrates an adequate level of surface understanding	Demonstrates an inadequate level of understanding
Application of concepts to the topic.	Appropriate concepts are all applied correctly, to provide in-depth analysis elaboration to all aspects of the topic	Appropriate concepts are correctly applied, to provide analysis to all important aspects of the topic	Appropriate concepts are, for the most part, correctly applied, to provide analysis to all important aspects of the topic	Concepts are not applied, or are generally applied inappropriately or incorrectly; important aspects of the topic unaddressed
Presentation	Expression of ideas were consistently accurate, logical and clear	Expression of ideas were generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas were generally accurate, logical and clear, but with a number of minor lapses	Ideas were not expressed logically, and were characterized by significant inaccuracies and lack of clarity
Quality of English in the Report	English is consistently excellent	English is proficient, with no major errors	English is of a fair standard but some errors are present	English is below standard, with many major errors

Mark Ranges	Grade
85 -100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
45-49	D+
40-44	D
0-39	F