

## **SSC 3215 Taiwan: Society and Politics**

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**Fall 2019-2020**

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**Course instructor:** Professor Samson Yuen

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**Time and venue (Lecture):** Tuesday 4.30pm – 6.30pm

**Office location:** WYL 114

**Consultation Hours:** Tuesday: 1500-1530; Wednesday: 1400-1430,  
1530-1630; Friday 1330-1530

**Brief Course Description:**

The course intends to acquaint students with social and political development of Taiwan after 1949. The history of Japanese colonial legacy will be briefly introduced. It then follows by analyzing the ideology and party structures of the ruling parties of KMT and DPP. The democratization process in which Taiwan evolves from authoritarianism to democracy will be discussed. The dynamics of economic development, societal development and political change will be examined. Finally, the problem of Cross Strait relations will be explored.

**Aims**

It is hoped that students will acquire a basic understanding of the dynamics of the socio-political processes in Taiwan and the interaction with Mainland China.

**Learning Outcomes**

Students will be able to develop their expertise in analyzing Taiwanese societal and political development (and its relations with Mainland China) in future.

**Indicative Content:**

- I. Modern Taiwan: Japanese Colonial Legacy and the KMT Occupation
- II. The Changing Ideology: From Authoritarian Paternalism to Populism
- III. Political Structure: Separation of Five Powers and Constitutional Amendments
- IV. The KMT: Origins, Development, and Prospect
- V. The KMT, Democratic Progressive Party and Multi-Party Politics
- VI. Economic Development, Social Change, and Political Democratization
- VII. Electoral Politics and Foreign Policies
- VIII. Cross Strait Relations: Independence or (Re)-unification?

**Intended Learning Outcomes (ILOs):**

Upon completion of the course, the students will be able to:

Upon completion of the course, students will be able to:

1. Analyze Taiwanese societal and political development (and its relationships with Mainland China).
2. Understand the nature of governance of the KMT and DPP in the past six decades.
3. Understand why and how Taiwan emerges as a democracy and key issues on the unification drive by the PRC.
4. Examine the triangular relationships among Mainland China, Taiwan and Hong Kong.

**Measurement of Learning Outcomes:**

Learning outcomes are assessed through a series of continuous assessment exercises including discussions in tutorial, presentations and term papers (measure learning outcomes 1-4). These are designed to assess student's understanding and application of the course materials. The course includes a final examination which assesses students' comprehension of concepts and theories introduced in the course (measure learning outcomes 1-4).

Tutorial presentation, discussion, papers and final examination Assessment: 60% final examination, 40% continuous assessment (paper 15%, presentation 15%, attendance & discussion 10%)

### **Essential Readings**

Fell, Dafydd, *Government and Politics in Taiwan*, New York and London: Routledge, 2012.

### **Supplementary Readings**

Roy, Denny, *Taiwan: A Political History*, Ithaca: Cornell University Press, 2003.

Chuang, Ya-Chung, *Democracy on Trial-Social Movements and Cultural Politics in Post-authoritarian Taiwan*. Hong Kong: The Chinese University Press, 2013.

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

Rigger, Shelley, *Politics in Taiwan*, New York: Routledge, 1999

### **Tutorial Arrangements**

The class is divided into presentation teams (2-3 members). Each team is required to give **a 20-25 minutes oral presentation** on an assigned topic in English, followed by a Q&A session and further discussion. Each group should **come up with at least one discussion question** after the presentation.

Presenters are encouraged *not* to read from a fully-written speech. This means that while they can present with notes, the notes should be written in point forms. The presentation slides or notes (its content and design) will be graded.

In each presentation, another team of students (usually the team that did the previous presentation) is assigned as **discussants**. The role of the discussants is to critically review the presentation by questioning and commenting upon the ideas presented by the presentation team. Following this **Q&A session** by the discussants (around 10 minutes), there is an open discussion by the class.

Each presentation group should send the power-point slides or notes to the tutor by email one day (24 hours) before the presentation. Failing to do so will result in marks deduction of up to 2 points.

### **Essay**

Students will be required to submit a short essay (around 1500 words) on 21 November 2018 during class. The essay can be a reflection on a newspaper cutting, a review on films related to Taiwan's history, society and politics, or an essay with your own chosen topic.

References and bibliography (Chicago MLA style) shall be included in the essay. Late submission will be penalized by deducting *half a grade* (e.g. from A to A-) per working day.

### **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 reports/term paper/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/>.

Week	Lecture date	Lecture topic	Tutorial	Tutorial topic
1	3 Sept 2019	1. Introduction and the early history of Taiwan		
2	10 Sept 2019	2. Authoritarian Rule of the Kuomintang	1	Introduction
3	17 Sept 2019	3. Democratic transition and consolidation	2	A guide to reading academic works
4	24 Sept 2019	4. Taiwan's government and constitutional structure	3	2. Authoritarian Rule of the Kuomintang
5	1 Oct 2019	<b>Public Holiday</b>	4	3. Democratic transition and consolidation
6	8 Oct 2019	5. Elections and party politics	<b>No tutorial</b>	
7	15 Oct 2019	6. Identity politics	5	4. Taiwan's government and constitutional structure
8	22 Oct 2019	Film screening	6	5. Elections and party politics
9	29 Oct 2019	7. Economic development and social welfare	7	6. Identity politics
10	5 Nov 2019	8. Popular culture and the media		7. Economic development and social welfare
11	12 Nov 2019	9. Social movement and civil society		8. Popular culture and the media
12	19 Nov 2019	10. Cross-strait and external relations Essay submission (in class submission)		9. Social movement and civil society
13	26 Nov 2019	11. Tsai Ying-wen and recent developments		10. Cross-strait and external relations

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Sept		2	3 Lecture	4	5	6 T2 - 1	7
	8	9	10 Lecture	11 T1 - 1	12	13	14
	15	16	17 Lecture	18 T1 - 2	19	20 T2 - 2	21
	22	23	24 Lecture	25 T1 - 3	26	27 T2 - 3	28
	29	30					
Oct			1 No class	2 T1 - 4	3	4 T2 - 4	5
	6	7	8 Lecture	9 No tutorial	10	11 No tutorial	12
	13	14	15 Lecture	16 T1 - 5	17	18 T2 - 5	19
	20	21	22 Lecture	23 T1 - 6	24	25 T2 - 6	26
	27	28	29 Lecture	30 T1 - 7	31		
Nov						1 T1 - 7	2
	3	4	5 Lecture	6 T1 - 8	7	8 T2 - 8	9
	10	11	12 Lecture	13 T1 - 9	14	15 T2 - 9	16
	17	18	19 Lecture	20 T1 - 10	21	22 T2 - 10	23
	24	25	26 Lecture	27 T1 - 11	28	29 T2 - 11	30

*Session*

**Topic 1: Introduction and the early history of Taiwan**

Required readings: Fell, Chapter 1., pp.1-5.

Suggested reading:

1. Copper, J. F. (2013). *Taiwan: Nation-state or province?* Boulder, Colo.: Boulder, Colo.: Westview Press. (Chapter 2)
2. Morgan, S. L., & Liu, S. (2007). Was Japanese colonialism good for the welfare of Taiwanese? Stature and the standard of living. *The China Quarterly*, 192, 990-1013.

Discussion question:

**Topic 2: Authoritarian Rule of the Kuomintang**

Required reading: Fell, *Chapter 2*.

Suggested reading:

1. Myers, R. H. (2009). Towards an enlightened authoritarian polity: The Kuomintang central reform committee on Taiwan, 1950–1952. *Journal of Contemporary China*, 18(59), 185-199.
2. Rigger, S. (1999). *Politics in Taiwan: Voting for democracy*, Chapter 4 (Electoral mobilization in the pre-reform era (1945–1972)), pp.81-102.
3. Phillips, S. (1999), "Between assimilation and independence: Taiwanese political aspirations under Nationalist Chinese rule, 1945-1948." in Rubenstein, (ed.). *Taiwan: A New History*, pp. 275-319.
4. Ho, M. S. (2010). Manufacturing Loyalty: The Political Mobilization of Labor in Taiwan, 1950—1986. *Modern China*, 36(6), 559-588.

**Topic 3: Democratic transition and consolidation**

Required readings: Fell, *Chapter 3*.

Suggested reading:

1. Cheng, T. J. (1989). Democratizing the quasi-Leninist regime in Taiwan. *World Politics*, 41(4), 471-499.
2. Chu, Y. W. (1998). Labor and democratization in South Korea and Taiwan. *Journal of Contemporary Asia*, 28(2), 185-202.
3. Chao, L., & Myers, R. H. (2000). How elections promoted democracy in Taiwan under martial law. *The China Quarterly*, 162, 387-409.
4. Chang, Y. T., Chu, Y. H., & Huang, M. H. (2011). Procedural quality only? Taiwanese democracy reconsidered. *International political science review*, 32(5), 598-619.

**Topic 4: Taiwan's government and constitutional structure**

Required readings: Fell, *Chapter 4*.

Suggested readings:

1. Huang, C. L. (2015). Gender quotas in Taiwan: The impact of global diffusion. *Politics & Gender*, 11(1), 207-217.
2. Lin, J. W. (2011). A Veto Player Theory of Policymaking in Semipresidential Regimes: The Case of Taiwan's Ma Ying-jeou Presidency. *Journal of East Asian Studies*, 11(3), 407-435.
3. Shen, Y. C. (2011). Semi-presidentialism in Taiwan: A Shadow of the Constitution of the Weimar Republic. *Taiwan Journal of Democracy*, 7(1).
- Dai, S. C., & Wu, C. L. (2014). The role of the Legislative Yuan under Ma Ying-jeou: The case of China policy legislation and agreements (pp. 61-82). In Cabestan, J. & deLisle, J. (eds.) *Political Changes in Taiwan under Ma Ying-jeou: Partisan Conflict, Policy Choices, External Constraints and Security Challenges*, London: Routledge.

### **Topic 5: Elections and party politics**

Required readings: Fell, *Chapter 5-6*

Suggested readings:

1. Sullivan, J. (2008). Campaign advertising and democracy in Taiwan. *The China Quarterly*, 196, 900-911.
2. Sullivan, J. (2009). Campaign advertising in Taiwanese presidential elections. *Journal of Contemporary China*, 18(61), 675-688.
3. Fell, D. (2016). Do Party Switchers Pay an Electoral Price? The Case of Taiwan. *Parliamentary Affairs*, 70(2), 377-399.
4. Fell, D. (2013). Impact of candidate selection systems on election results: Evidence from Taiwan before and after the change in electoral systems. *The China Quarterly*, 213, 152-171.

### **Topic 6: Identity politics**

Required reading: Fell, *Chapter 8*

Suggested reading:

1. Wang, L. (2007). Diaspora, identity and cultural citizenship: The Hakkas in 'Multicultural Taiwan'. *Ethnic and Racial Studies*, 30(5), 875-895.
2. Fleischauer, S. (2007). The 228 Incident and the Taiwan independence movement's construction of a Taiwanese identity. *China Information*, 21(3), 373-401.
3. Cheng, I. (2016). Bridging across or sandwiched between? The political re-socialisation of Chinese immigrant women and their encounter with Taiwanese identity. *Asian Ethnicity*, 17(3), 414-434.

### **Topic 7: Economic development and social welfare**

Required readings:

Wong, J. (2016). The developmental state and Taiwan: Origins and adaptation (pp.201-227). In Schubert, G. (Ed.). *Routledge Handbook of Contemporary Taiwan*. New York: Routledge.



Suggested readings:

1. Fell, *Chapter 11*, pp.192-200, 209-210.
2. Wong, J. (2012). Innovation and Taiwan's vitality in the knowledge economy. In *The Vitality of Taiwan: Politics, Economics, Society and Culture* (pp. 190-210). Palgrave Macmillan UK.
3. Fuller, D. B. (2014). ECFA's empty promise and hollow threat (pp.85-99). In Cabestan, J. & deLisle, J. (eds.) *Political Changes in Taiwan under Ma Ying-Jeou: Partisan Conflict, Policy Choices, External Constraints and Security Challenges*, London: Routledge.
4. 黃健群 (2017), 〈紅色資本的進擊〉, 吳介民、蔡宏政、鄭祖邦 編: 《吊燈裡的巨蟒: 中國因素作用力與反作用力》, 頁 87-146.

**Topic 8: Popular culture and the media**

Required readings:

Moskowitz, M.L. (2010). Introduction: The power of the popular (pp.1-22). In Moskowitz, M. L. (Ed.). *Popular culture in Taiwan: charismatic modernity*. Routledge. (Only pp.1-12).

Suggested readings:

1. Rawnsley, M.T. (2016). Cultural democratisation and Taiwan cinema (pp.386-402). In Schubert, G. (Ed.). *Routledge Handbook of Contemporary Taiwan*. New York: Routledge.
2. Harrison, M. (2012). The impact of film and the performing arts on life in Taiwan (pp. 80-97). In *The Vitality of Taiwan: Politics, Economics, Society and Culture*. Palgrave Macmillan, London.
3. 林泉忠 (2010), 〈哈日、親日、戀日? 「邊陲東亞」的「日本情結」〉, 《思想》; 14 期, pp. 139-159.
4. 林芳玫(1994) 〈閱讀瓊瑤: 建構台灣社會的自我形象〉, 《解讀瓊瑤愛情王國》, pp.239-263.
5. 川上桃子 (2017), 〈中國影響力對台灣媒體的作用機制〉, 吳介民、蔡宏政、鄭祖邦 編: 《吊燈裡的巨蟒: 中國因素作用力與反作用力》, pp.449-484.

**Topic 9: Social movement and civil society**

Required readings: Fell, Chapter 10.

Suggested readings:

1. 何明修 (2017), 〈第三勢力與傘兵: 比較台港佔領運動後的選舉參與〉, 《中國大陸研究》第 60 卷, 第 1 期, 頁 59-86.
2. Ho, M. S. (2015). Occupy congress in Taiwan: Political opportunity, threat, and the Sunflower Movement. *Journal of East Asian Studies*, 15(1), 69-97.
3. Rowen, I. (2015). Inside Taiwan's sunflower movement: Twenty-four days in a student-occupied parliament, and the future of the region. *The Journal of Asian Studies*, 74(1), 5-21.

4. Lee, S. C. (2011). Negotiating for change: women's movements and education reform in Taiwan. *Gender and Education*, 23(1), 47-58.

### **Topic 10: Cross-strait and external relations**

Required readings: Fell, Chapter 9.

Suggested readings:

1. Wu, R. (2016). The China factor in Taiwan: Impact and response. In Schubert, G. (Ed.). *Routledge Handbook of Contemporary Taiwan*. New York: Routledge.
2. Wei, C. H., & Lai, C. J. (2017). Identities, Rationality and Taiwan's China Policy: The Dynamics of Cross-Strait Exchanges. *Asian Studies Review*, 41(1), 136-154.
3. Tucker, N. B., & Glaser, B. (2011). Should the United States Abandon Taiwan? *The Washington Quarterly*, 34(4), 23-37.
4. 伊恩 (Ian Rowen) (2017), 〈在臺灣上演「一中」〉, 吳介民、蔡宏政、鄭祖邦 編: 《吊燈裡的巨蟒: 中國因素作用力與反作用力》, pp.241-288.

### **Topic 11: Tsai Ying-wen and recent developments**

Required readings:

林泉忠 (2017), 為何蔡英文時代的兩岸關係不會「地動山搖」  
<http://www.storm.mg/article/324692>

Suggested readings:

Hickey, D. V., & Niou, E. M. (2017). Taiwan in 2016: A new era? *Asian Survey*, 57(1), 111-118.

## Assessment rubrics

### Class attendance and participation (10%)

Criteria	Excellent A,A-	Good B+, B,B-	Fair C+,C,C-	Pass - Failure D+, D, F
<b>Class participation (5%)</b>	Participates regularly and enthusiastically	Participates now and then	Participates only when asked by the instructor	Participation is nil or almost nil
<b>Expression (5%)</b>	Expression of ideas or opinions is consistently factually accurate, logical and clear	Expression of ideas or opinions is generally factually accurate, logical and clear. Lapses were rare and minor in nature	Expression of ideas or opinions is generally factually accurate, logical and clear, but with a number of minor lapses	Ideas or opinions are not expressed logically, and are characterized by significant factual inaccuracies and lack of clarity

### Group Presentation and discussion (15%)

Criteria	Excellent A,A-	Good B+, B,B-	Fair C+,C,C-	Pass - Failure D+, D, F
<b>Organization (3%)</b>	Students presents information in logical, interesting sequence which I can follow	Students present information in logical sequence which I can follow	Difficulty following presentation because students jump around	Cannot understand presentation because there is no sequence of information
<b>Subject Knowledge (3%)</b>	Students demonstrates full knowledge by answering all questions with explanations and elaboration	Students are at ease answering questions, but fail to elaborate	Students are uncomfortable with information and are able to answer only rudimentary questions	Students do not have grasp of information; students cannot answer questions about subject
<b>Graphics (2%)</b>	Students' graphics explain and reinforce screen text and presentation	Students' graphics relate to text and presentation	Students occasionally uses graphics that do not support text and presentation	Students use superfluous graphics or no graphics
<b>Content (5%)</b>	Presentation has no misspellings	Presentation has no more	Presentation has three	Student's presentation has

	or grammatical errors.	than two misspellings and/or grammatical errors	misspellings and/or grammatical errors.	four or more spelling errors and/or grammatical errors.
<b>Articulation (2%)</b>	Students' uses clear voices and correct, precise pronunciation of terms.	Students' voices are generally clear. Student pronounces most words correctly	Students' voices are generally too low. Students incorrectly pronounce a number of terms	Students mumble, incorrectly pronounces many terms.

### Essay (15%)

<b>Criteria</b>	<b>Excellent A,A-</b>	<b>Good B+, B,B-</b>	<b>Fair C+,C,C-</b>	<b>Pass - Failure D+, D, F</b>
<b>Comprehension of the relevant concepts (5%)</b>	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
<b>Application of concepts to the topic (5%)</b>	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
<b>Expression (3%)</b>	Expression of ideas is consistently accurate, logical and clear	Expression of ideas is generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas is generally accurate, logical and clear, but with a number of minor lapses	Ideas are not expressed logically, and are characterized by significant inaccuracies and lack of clarity
<b>Quality of English (2%)</b>	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

**Examination (60%)**

<b>Criteria</b>	<b>Excellent A,A-</b>	<b>Good B+, B,B-</b>	<b>Fair C+,C,C-</b>	<b>Pass - Failure D+, D, F</b>
<b>Comprehension of the relevant concepts (25%)</b>	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
<b>Application of concepts to the topic (25%)</b>	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
<b>Expression (5%)</b>	Expression of ideas is consistently accurate, logical and clear	Expression of ideas is generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas is generally accurate, logical and clear, but with a number of minor lapses	Ideas are not expressed logically, and are characterized by significant inaccuracies and lack of clarity
<b>Quality of English in the Exam (5%)</b>	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