Japan and Globalization Course Syllabus, Fall 2022 | Nicholas A. R. Fraser

GOV 94 NF: Japan and Globalization
Harvard Department of Government
Fall 2022

Instructor: Nicholas A. R. Fraser (nfraser@fas.harvard.edu)

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Course Website: https://canvas.harvard.edu/courses/110796

Meeting Time: Wednesdays 12:45-2:45pm

Lottery for Enrollment: To enroll in the class, you must enter the Government Department lottery (see https://undergrad.gov.harvard.edu/gov-94-seminars) by submitting the online lottery form by 6pm on Monday, August 22nd. Lottery results will be released the next day.

Course Description:
This is an advanced undergraduate seminar examining how Japan is coming to grips with structural pressures from globalization in the early 21st century. The main objective of this course is to provide students with a deeper understanding of how Japan has been impacted by and responds to structural changes brought about by globalization as a developed democratic polity situated in East Asia. Students will be expected to have a basic understanding of international relations and/or Japanese politics. Furthermore, students will be expected to write a research essay based on common practices within the field of political science. Thus, it is strongly recommended that students have a background in political science and/or experience taking political science classes. Unless otherwise specified, classes will be held in-person.

The course will begin by reviewing two dimensions of the liberal global order: rules-based trade (week two) and human rights protection (week three). The remainder of the course will explore specific aspects of postwar Japan’s role in the liberal global order. This includes the following topics: Japan’s role in international security (week four); Japan’s rise as a middle power and the role it plays in global governance (weeks five and six); Japan’s territorial disputes (week seven); Japan’s trade politics (week eight); Japan’s role in global environmental politics (week nine); Japan’s response to international human rights norms: tackling gender inequality (week ten); Japan’s response to international human rights norms: protecting refugees (week eleven); Japan’s response to the challenges posed by the Trump presidency (week twelve). Students will be assessed based on their participation in classroom and online activities (including but not limited to discussions) and by writing original essays that investigate a relevant topic of their choice which they will present to the entire class in the final weeks of the course.
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Course Overview

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<th>Part 1: Theories of Globalization</th>
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<td>Challenges of the Trump presidency</td>
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Workload and Course Materials

This course is designed as a seminar. As such, most of the time we spend in-class will be focused on discussing course material. During class, students are welcome to take notes and write down their thoughts as pertaining to course material. The instructor recognizes there is a diversity of learning styles and that some students may feel more comfortable discussing course material without the aid of written notes than others – students are strongly encouraged (but not required) to write down their thoughts on the weekly readings and bring these notes to class if they find this useful.

Outside of class, students will be expected to do the required readings (posted online in the course website) for upcoming classes in advance. The instructor will also post 20- to 30-minute video lectures (for internal use only) that contextualize and review the weekly readings to help students understand key points. On average and excluding time spent on written assignments, students should expect to spend between 2 and 4 hours outside of class reviewing weekly lecture and reading materials.

Course Requirements

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<th>Participation</th>
<th>20% – cumulative</th>
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<td>Take-Home Midterm Exam</td>
<td>25% – due on 10/10</td>
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Research Essay (multi-stage assignment) 55%:

1. Research Proposal 5% – due on 9/26
2. Presentation 10% – due on 10/19 or 10/26
3. Essay 40% – due on 12/5

Participation: 20%

Because this course will be run as a seminar, students will be expected to regularly participate in class discussions. Students will be asked to post discussion questions online [through course website] that relate to the assigned readings for the week at least 24 hours before the start of class (worth 10% of each student’s final grade).

During class, the instructor will use a few online posts to start the discussion. Each student is encouraged to speak at least once during class. If the instructor notices that a few students are dominating the conversation, (s)he will call on others to ask if they have comments or questions. In some classes, the instructor will prepare a small group exercise or simulation. Note that in-class participation is worth another 10% of each student’s final grade.
Research Essay: 55% (all three components)
At the end of the fall semester, each student will submit a research essay (2500-3000 words excluding the bibliography) which covers a topic suggested or approved by the instructor in advance. Students will be expected to apply the concepts and theories they have learned in class to a specific aspect of Japan’s response to globalization drawing on relevant secondary and scholarly literature and, where possible, using primary sources (news articles, government documents, official statements, etc.). While there is no minimum number of sources students must cite in their essays, each essay must be structured around answering a clear research question and consider at least two different theoretical perspectives covered in class while also providing a clear argument about the author’s position. The first two components of this larger assignment are designed to ensure that students have multiple opportunities to get feedback on their ideas prior to submission of the final draft.

Essays will be graded based on the following criteria:

(i) quality of writing – How clearly does the essay present the research question, argument and evidence supporting the argument?

(ii) demonstration of relevant concepts and theories – How well does the essay present concepts and theories covered in class which are directly relevant to the author’s research question and argument?

(iii) quality of analysis – How persuasive is the analysis presented? Does the essay make a clear argument supported by evidence? Does the essay consider other explanations or counterarguments? In articulating the logic underlying different arguments, does the essay critically engage with assumptions made by previous studies?

(iv) citation – How closely does the essay follow the APA style guide?

To help students develop their ideas, we will approach this assignment in stages.

Stage 1: The Research Proposal (submitted online by September 26th at 11:59pm EST) – Each student will choose a topic and write a 2-page proposal which briefly outlines: the importance of the topic; a specific debate among scholars on the topic; and identifies a clear research question. Proposals will comprise 5% of each student’s final grade. Proposals will be graded based on the quality of writing and relevance to course material. Note that students are free to change their essay topic after submission of this first-stage assignment, but they must first consult with the instructor and then present an alternative proposal in writing by October 15th at 11:59pm.

Stage 2: The Presentation (presented in class October 19th, 26th) – Each student will give a 10-minute PowerPoint presentation to entire class summarizing the main ideas for their research essay (due at the end of the semester). Presentations will be graded both on relevance to course material
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and how clearly students presented their ideas (worth 10% of final grade). Presentations must cover: the importance of the topic; a specific debate among scholars on the topic; a clearly defined research question; a clearly defined argument that answers the stated research question as well as evidence that illustrates the logic of the presenter’s argument. The main idea here is to present the key ideas that will appear in an essay before an audience of one’s peers and the instructor to test the clarity and persuasiveness of one’s argument. Note that presenters will be expected to email their presentation slides (as PowerPoint files to reduce the likelihood of delays based on formatting issues) to the instructor at least 48 hours before the start of class they are scheduled to present in and will be given a maximum of 10 minutes to present their ideas (each speaker will be timed).

This second-stage assignment is designed to help each student get useful feedback in real time. Hence, the audience will be asked to offer feedback on each presentation based on criteria specified by the instructor with a focus on clarity and persuasiveness. Note that feedback from other students will be given independently and should be considered separate from the formal grade and accompanying comments that presenters receive from the instructor. When offering comments to presenters, students in the audience should focus on providing constructive and reasonable criticism with the aim of helping the speaker clarify their ideas and/or present a strong(er) argument.

Stage 3: The Essay (submitted online by December 5th at 11:59pm EST) – Each student will submit a research essay (2500-3000 words excluding the bibliography) which covers a topic suggested or approved by the instructor in advance worth 40% of their final grade.

Student Participation and Attendance
All students are expected to carefully read the required readings for each week and come to class prepared to actively discuss them. Students who do not show up to class prepared or who do not actively participate will receive low participation grades. Because of the seminar format, there is no way to make up a missed class, and since we only meet 13 times throughout the semester, your attendance at all course meetings is crucial. Since everyone has multiple outside commitments and sometimes conflicts are unavoidable, each student is allowed to miss one class, no questions asked, without penalty. To avail yourself of this option, you must email the instructor at least 4 hours before class begins to say that you won’t be attending that day. Additional absences will be excused only in emergency situations (e.g., illness) and will require documentation. Otherwise, they will result in significant grade deductions. Unexcused absences will result in a half letter grade reduction in the student’s final grade (e.g., A → A-, etc.).

Citations, Formatting, Style
While students must use parenthetical citations and be expected to follow APA citation style in all written assignments for this course, using footnotes to elaborate on minor points or key details which would otherwise divert the reader’s attention from the author’s main argument(s).

Collaboration Policy
Discussion and the exchange of ideas are essential to academic work. For assignments in this course, 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 the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received
any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance. Please speak with the instructor if you have any questions about collaboration.

Plagiarism and Academic Integrity
Plagiarism and other violations of academic integrity will not be tolerated. See the university policies for more details. Plagiarism policies apply to all work, including the essay proposal and the research essay.

Late Assignments and Appeals
Late assignments will receive deductions of 5% per day. Students are strongly advised to make rough drafts and hard copies before handing anything in and to keep those copies until after grades are posted. Grade appeals must be made in person within two weeks of receiving the grade. They must include a 100-200 word written statement of why the assignment deserves to be re-graded. The grade will change only in cases where the second grading is more than 10 points different from the first (i.e., a 60 will not be changed unless the second grading produces a score of 70+ or 50-). Grades can go up or down on the second grading.

August 31st – (Week 1) Introduction and an overview of the course

Required Reading = *

Recommended:


Part 1: Political Science Theories of Globalization
September 7th – (Week 2) Economic Globalization: A Rules-Based Order


Recommended:
September 14th – (Week 3) Humanitarian Globalization: The Spread of Human Rights

⇒ this class held online!


Recommended:

Part 2: Specific Topics
September 21st – (Week 4) International Security


Recommended:


September 28th – (Week 5) Hard Power

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**Recommended:**


**October 5th – (Week 6) Soft Power**


**Recommended:**

**October 12th – (Week 7) Territorial Disputes**


**Recommended:**

**October 19th – (Week 8) Student Presentations**

*No readings*

**October 26th – (Week 9) Student Presentations**
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No readings

November 2nd – (Week 10) Trade Politics


Recommended:


November 9th – (Week 11) Environmental Politics


Recommended:

November 16th – (Week 12) Protecting Refugees


Recommended:
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November 23rd – Thanksgiving Recess [no classes]

November 30th – (Week 12) Challenges of the Trump Presidency


Recommended: