

國立臺灣大學新開課程開授申請表(社科院新開授課程審查用)

一、課程大綱

<p>課程名稱 Course Title</p>	<p>(中文 Chinese) 東亞社會不平等治理 (英文 English) Governance of Social Inequalities in East Asia</p>						<p><input type="checkbox"/> 中文授課 <input checked="" type="checkbox"/> 英文授課 Chinese conducted/ English conducted</p>
<p>授課教師 Instructor</p>	<p>Ijin HONG</p>	<p>任職單位 Department</p>	<p>社會科學院 國家發展研究所</p>	<p>專兼任 Full time/ Adjunct</p>	<p><input checked="" type="checkbox"/> 專任 <input type="checkbox"/> 兼任</p>	<p>職級</p>	<p><input type="checkbox"/> 教授 <input checked="" type="checkbox"/> 副教授 <input type="checkbox"/> 助理教授 <input type="checkbox"/> 講師 Professor/ Associate Professor/ Assistant Professor /Instructor</p>
<p>開課系所 Department</p>	<p>社會科學院 國家發展研究所</p>	<p>課號 Curriculum Number</p>		<p>學分數 Credits</p>	<p>2</p>	<p>修課人數上限 Student numbers</p>	<p>30</p>
<p>每週時數 Hours</p>	<p><input checked="" type="checkbox"/> 演講 2 小時 <input type="checkbox"/> 實驗 小時</p>						
<p>課程性質</p>	<p><input checked="" type="checkbox"/> 博士班課程 (D 字頭) <input checked="" type="checkbox"/> 碩士班課程 (M 字頭) <input checked="" type="checkbox"/> 高年級課程 (U 字頭) <input type="checkbox"/> 學士班課程</p>			<p>加選 方式 Selection method</p>	<p><input type="checkbox"/> 1. 不限人數。 <input checked="" type="checkbox"/> 2. 發給授權碼 <input type="checkbox"/> 3. 人數限制 人</p>		
<p>課程大綱內容 (含課程概述、 教學目標、 每週進度及教學內容簡述) Course outlines</p>	<p>一、課程概述 <b>Course Description</b> Governments have played a pivotal role in promoting economic development in East Asia through the logic of <b>developmentalism</b>. Yet, after decades of sustained economic development, <b>poverty, economic inequality, and limited job opportunities</b> are now weighing heavily in East Asian economies. Hence, <u>national governments</u> strive to create <u>capable systems of governance</u> in collaboration with <u>local governments, markets, and civil societies</u> in supporting people through <u>income transfers and welfare services</u>. Focusing on the cases of <u>Taiwan, China, South Korea, and Japan</u>, this class aims to guide the students in understanding how different governance systems address social inequalities, and how <u>Mainland China differs from its East Asian counterparts</u>. This course is divided into two parts. The first one will consist of <u>lectures, discussions, and a data analysis workshop</u> aimed at supporting students gain theoretical and data knowledge on governance and social inequalities. The second part of the course will introduce students to <b>comparative methods</b> aimed at understanding different cases using empirical studies focused on <u>East Asia</u>; additionally, students will be invited to present <u>academic papers on governance and social inequalities in East Asia</u>, followed by their empirically supported reflections on whether such studies are <u>relevant and applicable to their own country/region</u>.</p> <p>教學目標 <b>Course Objective</b></p>						

At the end of the course, students will be able to:

- Recall the main actors and institutions surrounding the functioning of governance
- Indicate and graphically display several social inequality outcomes
- Differentiate main governance differences between Mainland China and East Asia
- Design, with some guidance, their own research question aimed at comparing different governance systems in addressing social inequalities

### **Course requirements**

The **mid-term exam** will be in open book format, which means that students are required to respond to a series of close-ended and open-ended questions for the duration of two hours. Students may make use of search engines, reading materials, and Chatgpt within the allotted time.

Students will split into groups of 3-4 people for the **presentations**. Each team will select 2-3 specific regions of interest in East Asia, for the purpose of conducting a comparative research aimed to understand the reasons behind social inequalities in East Asia.

When preparing presentations, students are kindly asked to specify 1) the specific level of governance they refer to (nation? Province? City?); 2) the type of comparative method chosen; 3) the type of data chosen; 4) secondary data and relevant literature in their references. It is fine if the presentation is not a full-fledged study (that takes a long time to prepare!). If presenters can come up with a preliminary version (or a proposal) for a comparative study, that will suffice.

To allow a richer discussion, presenting groups are kindly asked to upload send their presentation materials on the NTU cool platform at least **24 hours before** the day of their presentation.

In lieu of the **final term exam**, students are required to write a 2000-words report based on comments they received on their comparative study, and submit it within one week from the end of the semester.

### 三、每週進度及教學內容簡述 **Course outline (Course Schedule of 16 weeks)**

**Week 1: Orientation**

**Week 2: (Peace Memorial Day, no class)**

**Week 3: Governance and developmentalism in East Asia**

**Week 4: Central govts & Local govts / special lecture: Income inequality in Japan after Covid19**

**Week 5: Markets, families and civil societies**

**Week 6: Social inequalities I: inequality of outcomes (social protection)**

**Week 7: Social inequalities II: inequality of opportunities (social investment) (online class)**

**Week 8: Mid-term exam**

**Week 9: The comparative method + data retrieval and analysis**

**Week 10: Comparing cases in qualitative studies**

**Week 11: Comparing variables in quantitative studies**

**Week 12: Qualitative Comparative Analysis**

**Week 13: Field trip (TBC)**

	<p><b>Week 14: Presentations 1: what is the population demographic that suffers the most in EA? (older adults, youth, women, immigrants, rural area residents, other). What are the structural reasons for the problems they experience? (wages / debt / low fertility / irregular work / working poverty / working hours / house cost / medical costs / taxes)</b></p> <p><b>Week 15: Presentations 2: what are the prospects for social mobility in EA? What are the reasons behind successful cases in terms of career advancement and work-life reconciliation? (education policies / ALMP policies / LM structure / skill formation / social allowances / family background / area of birth / gender / race)</b></p> <p><b>Week 16: Final term exam</b></p>
<p>指定閱讀及 延伸閱讀 <b>Required readings and extension readings (Textbooks &amp; Reference)</b></p>	<p>一、指定閱讀(請詳述每週指定閱讀) <b>Required readings</b></p> <p>二、延伸閱讀(請詳述每週延伸閱讀) <b>Extension readings</b></p> <p><b>Week 1: Orientation – <u>Governance and social problems</u> in East Asia</b></p> <p><b>Week 2 : Governance and developmentalism in East Asia</b></p> <p>Nam, Y. (2020). The divergent evolution of east Asian welfare states: Japan, South Korea, Taiwan, and Singapore. <i>Asian Politics &amp; Policy</i>, 12(4), 559-574.</p> <p>Moon, M. J., &amp; Ingraham, P. (1998). Shaping administrative reform and governance: an examination of the political nexus triads in three Asian countries. <i>Governance</i>, 11(1), 77-100.</p> <p>Wong, J. (2004). The adaptive developmental state in East Asia. <i>Journal of East Asian Studies</i>, 4(3), 345-362.</p> <p>Stepan, M., &amp; Müller, A. (2012). Welfare governance in China? A conceptual discussion of governing social policies and the applicability of the concept to contemporary China. <i>Journal of Cambridge Studies</i>. 7(4): 54-72.</p> <p><b>Week 3 : <u>Central governments and local governments</u></b></p> <p>Estévez-Abe, M., &amp; Kim, Y. S. (2014). Presidents, Prime Ministers and Politics of Care—Why Korea Expanded Childcare Much More than Japan. <i>Social Policy &amp; Administration</i>, 48(6), 666-685.</p> <p>Shizume, M., Kato, M., &amp; Matsuda, R. (2021). A corporate-centred conservative welfare regime: three-layered protection in Japan. <i>Journal of asian public policy</i>, 14(1), 110-133.</p> <p>Shi, S. J. (2017). Social decentralization: exploring the competitive solidarity of regional social</p>

protection in China. *Journal of Asian Public Policy*, 10(1), 74-89.

Huang, C. C., & Ku, Y. W. (2011). Effectiveness of social welfare programmes in East Asia: A case study of Taiwan. *Social Policy & Administration*, 45(7), 733-751.

#### **Week 4: Markets, families, and civil societies**

Evers, A. (2005). Mixed welfare systems and hybrid organizations: Changes in the governance and provision of social services. *Intl Journal of Public Administration*, 28(9-10), 737-748.

Raymo, J. M., Park, H., Xie, Y., & Yeung, W. J. J. (2015). Marriage and family in East Asia: Continuity and change. *Annual review of sociology*, 41, 471-492.

Caraway, T. L. (2009). Labor rights in East Asia: Progress or regress?. *Journal of East Asian Studies*, 9(2), 153-186.

#### **Week 5: Social inequalities I (equality of outcomes; universalism)**

Castles, F. G., & Obinger, H. (2007). Social expenditure and the politics of redistribution. *Journal of European Social Policy*, 17(3), 206-222.

Grindle, M. S. (2004). Good enough governance: poverty reduction and reform in developing countries. *Governance*, 17(4), 525-548.

Gao, Q., & He, A. J. (2022). Poverty alleviation in Asia: future directions in measurement, monitoring, and impact evaluation. *Journal of Asian Public Policy*, 15(1), 32-42.

Tsai, M. C., Nitta, M., Kim, S. W., & Wang, W. (2016). Working overtime in East Asia: convergence or divergence?. *Journal of Contemporary Asia*, 46(4), 700-722.

#### **Week 6: Social inequalities II (equality of opportunity; investments)**

Durazzi, N. (2019). The political economy of high skills: higher education in knowledge-based labour markets. *Journal of European public policy*, 26(12), 1799-1817.

Pavolini, E., & Van Lancker, W. (2018). The Matthew effect in childcare use: a matter of policies or preferences?. *Journal of European Public Policy*, 25(6): 878-893

Yeh, C. Y., & Lue, J. D. (2022). The political dilemma of the social investment transformation in Taiwan: lessons for newly industrialized welfare states. *Journal of Asian Public Policy*, 1-17.

Lai, D. Y., Lue, J. D., & Wu, W. C. (2021). Intergenerational mobility and preference for

redistribution: evidence from East Asia. *Journal of Asian public policy*, 14(1), 45-62.

**Week 7: Data retrieval and analysis**

**Week 8: Mid-term exam**

**Week 9: The comparative method**

Ragin, C. C. (2014). *The comparative method: Moving beyond qualitative and quantitative strategies*. Univ of California Press. (Ch.1)

George, A. L., & Bennett, A. (2005). *Case studies and theory development in the social sciences*. Mit Press (ch.10)

**Week 10: Comparing cases in qualitative studies**

Ragin, C. C. (2014). *The comparative method: Moving beyond qualitative and quantitative strategies*. Univ of California Press. (Ch.2)

Dai, H. (2020). Community governance, welfare service provision and state power in changing Chinese villages. *Journal of Asian Public Policy*, 13(2), 227-240.

**Week 11: Comparing variables in quantitative studies**

Ragin, C. C. (2014). *The comparative method: Moving beyond qualitative and quantitative strategies*. Univ of California Press. (Ch.3)

Yang, J. J., & Kwon, H. Y. (2021). Union structure, bounded solidarity and support for redistribution: Implications for building a welfare state. *International Political Science Review*, 42(2), 277-293.

**Week 12: Qualitative Comparative Analysis**

Ragin, C. C. (2014). *The comparative method: Moving beyond qualitative and quantitative strategies*. Univ of California Press. (Ch.4)

Hudson, J., & Kühner, S. (2009). Towards productive welfare? A comparative analysis of

	<p>23 OECD countries. <i>Journal of European Social Policy</i>, 19(1), 34-46.</p> <p><b>Week 13: Field trip (TBC)</b></p> <p><b>Week 14: Presentations 1: what is the population demographic that suffers the most in EA? (older adults, youth, women, immigrants, rural area residents, other). What are the structural reasons for the problems they experience? (wages / debt / low fertility / irregular work / working poverty / working hours / house cost / medical costs / taxes)</b></p> <p><b>Week 15: Presentations 2: what are the prospects for social mobility in EA? What are the reasons behind successful cases in terms of career advancement and work-life reconciliation? (education policies / ALMP policies / LM structure / skill formation / social allowances / family background / area of birth / gender / race)</b></p> <p><b>Week 16: Final term exam</b></p>
<p>成績評量方式 與標準 (請說明各項 評量項目內容 設計、比例及標 準) <b>Grading</b></p>	<p>Attendance and participation 20%</p> <p>Midterm exam 25%</p> <p>Group presentation 30%</p> <p>Final term exam 25%</p>
<p>本課程對學生 課後學習之要 求 <b>Requirements for students after the class:</b></p>	

## 二、授課教師申請開授課程之相關著作或近五年所發表之學術性著作目錄

(任教未滿 2 年之專(兼)任教師才須填寫此項目)\*\*

1. Hong, I. (2023). Comparative theoretical and methodological approaches in social policy teaching. In Z. Irving (eds.). *Teaching International, Comparative and Global Social Policy*. Edward Elgar
2. Hong, I., Nahm, J.W., Yeh, C. (2023). Labour Market Policy Reform in East Asia: From Economic Crises to Welfare Politics. In N. Durazzi, D. Clegg (eds.). *Handbook of Labour Market Policy in Rich Democracies*. Edward Elgar
3. Kuehner, S., Hong, I., Ketola, M., Roumpakis, A. (2023). Ten Years of the Journal of International and Comparative Social Policy: Taking Stock and Charting A Route Forward. *Journal*

*of International and Comparative Social Policy*. 39(1)

4. Hong, I. & Ngok, K. (2022). The industrialisation thesis, revisited: Understanding welfare expansion in China through social expenditure data (2000 – 2019). *Social Policy & Administration*. 56(6): 874-890
5. Hong, I., Yeh, C., Lee, J., Lue, J.D. (2022) “Public opinion on social investment in the developmental states” , in J. Garritzmann, S. Häusermann and B. Palier (eds). *The World Politics of Social Investment (Volume II): The Politics of Varying Social Investment Strategies*: Oxford and New York: Oxford University Press.
6. Hong, I. , Lee, J. (2021) Does Social Investment make the Labour Market ‘Flow’ ? Family Policies and Institutional Complementarities in Italy, Spain, Japan and South Korea, in Y.J. Choi, T. Fleckenstein, S. C. Lee (eds.), *Welfare Reform and Social Investment Policy in Europe and East Asia*, Policy Press
7. Hong, I., Kwon, E., Kim, B. (2019). Measuring Social Policy Change in Comparative Research: Survey Data Evidence from South Korea. *Journal of Comparative Policy Analysis: Research and Practice*. 21(2): 131-150
8. Kwon, S., Hong, I. (2019). Is South Korea as leftist as it gets? Labour market reforms under the Moon presidency. *Political Quarterly*, 90(2): 81-88

(請依數量自行增減編號)