COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course will introduce students to contending theoretical and methodological approaches to understanding politics of East Asia. We shall examine East Asia's cultural and historical traditions, social structure and economic system, political institutions and governmental processes, and current challenges and opportunities. The organizing theme is what has driven East Asian nations to embark on the century long exercise of modern state building; the political economy and institutional\cultural dynamics of political change, and consequent forms of government and politics today. After a general introduction to East Asia, the Chinese and Japanese cases will be analyzed in details. We pay close attention to political governance, the pursuit of economic prosperity, and key issues of national security. A major focus is on the interaction of political change and socioeconomic development of China in comparative perspectives.

In addition to studying the historical legacy and institutional features of Asian political systems, we will ask questions about state-society relations, the nature of power, and continuity and change in East Asian politics. What are the major trends of political change in the post-World War II era? What are the patterns of decision making in countries with different historical backgrounds and diverse political cultures? How do China and Japan deal with critical political issues in pursuing socioeconomic development? What is the relation between economic development and political transformation? How have changes in Asian societies affected the conduct of politics? What are the main sources of contentions and social conflicts? By addressing these questions, students should acquire valuable knowledge about Asian politics and improve their skills for comparative political analysis.

STUDENT LEARNING OUTCOMES

This course strives to reach the following learning outcomes in consistent with the goals of the Political Science curriculum. 1. Demonstrate knowledge of East Asian political systems including their institutions, processes, laws and constitutions and the relations between and among nations; 2. Identify and explain major Asian political philosophies, political culture, and their origins; 3. Demonstrate understanding of key readings, analyze texts critically, and effectively write papers; 4. Distinguish your own views from those of others and defend your own perspective;
5. Understand contending theoretical and methodological approaches in Asian politics and apply appropriate approaches in your independent research.

**COURSE REQUIREMENT AND GRADING POLICY**

Students are expected to (1) complete and study carefully all required readings; (2) participate in class discussion on key issues; (3) write three critical analysis papers, (4) present your papers in class, (5) follow current affairs and news analysis of Asia.

The grade for the class will be based on class participation including two written reports (20%), a historical analysis paper (10%), a political analysis paper (10%), a comparative analysis paper of Korea (10%), two analysis paper presentations (10%), and four quizzes (40%).

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A</th>
<th>93-100</th>
<th>A-</th>
<th>90-92</th>
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</thead>
<tbody>
<tr>
<td>B+</td>
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<td>88-89</td>
<td>B</td>
<td>83-87</td>
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<tr>
<td>B-</td>
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<tr>
<td>D-</td>
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<td>60-62</td>
<td>F</td>
<td>Below 60</td>
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**HONOR CODE AND ACADEMIC INTEGRITY:**


“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.”
Disability/Access Statements:

1. Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged. Center for Disability Services/SNAP.

PHYSICAL & MENTAL HEALTH RESOURCES

At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/ homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640) or the Cougar Counseling Team (certified volunteers through texting "4support" to 839863 or visit http://counseling.cofc.edu/ct/index.php). You can also visit both on campus on the 3rd floor of Robert Scott Small. These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

ONLINE Class Delivery Format

This is an online education course, which means that our interaction will occur entirely online and not in a traditional face-to-face classroom setting. Online education courses require students to be self-motivated, disciplined, organized and task-driven. Online education courses are often more challenging than traditional classes and you should be prepared to spend several hours on this class each day, including additional time on the weekends. It is critical that you complete work for this class each day and not wait until the day before a deadline to begin working on the assignments for a unit.

In this class, you will be able to complete readings and assignments when it is most convenient to you—you are not required to login to the Internet at a specific time each day to interact with your classmates or me. However, you must have regular access to a computer with a reliable high-speed internet connection and computer with a microphone and/or web-cam throughout the duration of this course. Computer failure/unavailability does not constitute an excuse for not completing assignments (including assigned readings) by the due dates. So please do not wait until the last minute to complete work for a unit. You must plan ahead and complete your work on time.

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted. OAKS is the College of Charleston’s learning management system. To access OAKS go to http://my.cofc.edu and login to My Charleston. The OAKS icon is the acorn located in the upper righthand corner of the screen.
Since we are not meeting face-to-face for class, I expect you to regularly login to OAKS to complete assignments, look for course updates (in the News section on the course homepage), complete readings, etc. Please also check your email regularly as I will send e-mail updates to the class through OAKS to update you on class events and assignments.

If you are one who feels uncomfortable with technology, the College offers a number of resources to help you develop your technological competency, in general, but specifically within the context of this online class. Visit http://blogs.cofc.edu/studentreadinessforonlinelearning/ to access those resources. And, if you experience technological problems during the class, please contact me immediately at liug@cofc.edu.

Technological Requirements

1. **A computer with Internet access, sound card, microphone, and speakers.** You must have a reliable Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned, please contact me within the first week so we can discuss how to make this course manageable for you.

2. **OAKS, VoiceThread and Zoom proficiency.** This course is administered through OAKS, so students must have a thorough working knowledge of the platform. Please spend some time educating yourself about its organization and use. Tutorials are available here: http://blogs.cofc.edu/oaks/students/tutorials/

Class Organization: Units and Checklists

The class is broken down into discrete units, consisting of assigned readings, short lectures, related assignments and sometimes videos (e.g., documentaries or TED Talks) that I ask you to watch. Each unit is organized around an OAKS checklist and the best way to stay on top of everything and do well in this class is to complete the items for each unit in the order in which they are listed on those checklists.

Community of Learning

Learning is something you do, not something that is done to you. I expect you to be active participants in the learning process. The success of our class is contingent on students reading the assigned readings before coming to class and to be willing to engage me and your classmates in thoughtful discussion.

You will get the most out of this class by completing the readings, participating in the various opportunities for discussion of the topics (many of those discussions are a required component of your grade) and to thoughtfully engage each other in critical examinations of the topics. Each of you brings invaluable knowledge and experiences to this class and you should draw
on those assets to explore the topics we cover in this class. At the same time, be willing to accept the notion that the knowledge you have is incomplete and/or your perceptions, assumptions and views of the world might also be incomplete, flawed or misguided. Being willing to do this is hard but it is critical to the learning process and the potential for experiencing intellectual growth and development.

If you are one who is shy and generally feels uncomfortable talking in class, the distance education format is perfect for you. However, the key is that each of you remain committed to engaging the class through OAKS—I’ve structured the class so that you are actively engaged with each other and me in the learning process.

The class will be as good as you make it—so, let’s make it great. And since this is an online class, below are a set of recommendations for “netiquette” in this class.

Netiquette

Netiquette is a combination of the term “Network Etiquette.” Because online communication generally lacks visual cues common to face-to-face interactions, I expect us all (including me) to follow these standards when interacting with each other.

• Be sensitive to and reflective about what others are saying.
• Use appropriate capitalization. USING ALL CAPITAL LETTERS IS THE EQUIVALENT OF YELLING.
• Be mindful of “flames”—These are outbursts of extreme emotion or opinion.
• Think before you hit the post (enter/reply) button. You can't take it back!
• Use appropriate language. Be cautious of offensive language. At the same time…
• Be forgiving. Anyone can make a mistake.
• Be supportive of others’ attempts to learn by embracing your ability to enhance others’ learning experiences.
• Use clear subject lines.
• Use abbreviations or acronyms only if the entire class knows them or define them for others to know.
• Keep the dialogue collegial and professional.

Recording of Classes (via ZOOM)

Some class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

Extra Credit

There will be a number of extra credit opportunities made available to you during the class. You can receive a maximum of two extra credits. The opportunities will be posted on OAKS Content page and I will inform you of the extra credit options as they become available.
Communication

This is an asynchronous course. At the beginning of each week I will provide a detailed prompt for the week’s activities. Students are strongly encouraged to direct any substantive comments and questions about the course content to the discussion board in order to encourage the development of an online community.

All inquiries to me should be made via email, and I will make every effort to respond to emails promptly. Students can expect replies within 24 hours for messages received between 9 am and 5 pm on Monday through Friday. I generally do not respond to emails on weekends. You are also encouraged to arrange a Zoom appointment with me anytime you would like during the week to discuss anything you would like.

REQUIRED READINGS


**Newspapers and Journals** available online or accessible from our library.


*South China Morning Post*, [https://www.scmp.com/](https://www.scmp.com/)


*The Japan Times*, [https://www.japantimes.co.jp/](https://www.japantimes.co.jp/)

*The Korea Times*, [https://www.koreatimes.co.kr/www2/index.asp](https://www.koreatimes.co.kr/www2/index.asp)


The following scholarly journals and magazines may provide useful resources for your independent work. For complete access to the digital contents of these newspapers and journals, go to the CofC Libraries site [https://library.cofc.edu/](https://library.cofc.edu/). Use the “Ask Us” (online chat) service [http://answers.library.cofc.edu/](http://answers.library.cofc.edu/) if you need assistance accessing these or any other sources.

- Asian Survey
- China Quarterly
- Journal of Contemporary China
- International Organization
- International Studies Quarterly
- Political Science Quarterly
- TIME
- The Wall Street Journal
- Journal of Asian Studies
- Journal of East Asian Studies
- Journal of Chinese Political Science
- International Security
- Japan Quarterly
- World Politics
- The Economist
- The Washington Post
ESSENTIAL READINGS FOR ANALYSIS PAPERS


**COURSE OUTLINE AND READING ASSIGNMENTS**

1. Introduction: Themes in East Asian Politics
   - Li, Introduction.
   - Cohen, Chapter 1-3.
   - Gardner, Chapters 1-2.
   - Mitter, Chapter 1.
   (January 11, 2021)

2. Culture, People, and Geography
   - Li, pp. 17-22 (China); 113-117 (Japan); and 203-210 (Korea).
   - Cohen, Chapters 4-7.
   - Gardner, Chapters 3-4.
   - Goto-Jones, Chapter 1.
   - Selections from Confucius and Lao-tzu.
   (January 19)

3. History and Transformation
   - Li, pp. 23-32 (China); 118-125 (Japan); and 210-215 (Korea).
   - Cohen, Chapters 8-11.
   - Gardner, Chapters 5-6.
   - Mitter, Chapter 2.
   - Goto-Jones, Chapter 2.
   - Yoo, Chapter 1.
   - Selections from Confucius and Lao-tzu.
   (January 25)

   **Quiz 1 on Tuesday, January 26.**

4. From Revolution to Reform in China
   - Li, pp. 33-58.
   - Cohen, pp. 376-382;
   - Mitter, Chapter 3.
   (February 1)

   **Historical Analysis Paper due on January 28, 2021.**

5. Chinese Governing Institutions and State-Society Relations
   - Li, pp. 58-69.
   - Mitter, Chapter 4.
   (February 8)
Quiz 2 on Tuesday, February 9

6. Political Governance in Japan
   Li, Chapter 6.
   Cohen, pp. 280-291; 370-376.
   Goto-Jones, Chapter 3.
   (February 15)

Political Analysis Paper due on February 18, 2021.

7. China’s Pursuit of Economic Prosperity
   Li, pp. 71-84.
   Cohen, pp. 441-444.
   Mitter, Chapter 5.
   (February 22)

First Participation and Engagement Report due on February 25, 2021

8. Understanding China’s Growth and Current Challenges
   Li, pp. 85-90.
   Mitter, Chapter 6.
   (March 1)

Quiz 3 on Tuesday, March 2

9. Japan’s Pursuit of Economic Prosperity
   Li, Chapter 7.
   Cohen, pp. 415-424; 444-448.
   Goto-Jones, Chapter 4.
   (March 8)

10. China’s Security Strategies and Policy Making
    Li, 91-99.
    Cohen, pp. 404-414.
    (March 15)

11. Great Power Relations and National Security
    Li, pp. 99-111.
    Cohen, Chapter 12.
    Mitter, Chapter 7.
    (March 22)

Korea in Comparative Analysis Paper due on March 25, 2021.
12. Japan’s Pursuit of National Security
   Li, Chapter 8.
   Cohen, pp. 351-369.
   Goto-Jones, Chapter 5.
   (March 29)

   **Quiz 4 on Tuesday, March 30**

13. Political Governance and Economic Prosperity of Korea
   Li, Chapters 10-11.
   Yoo, Chapters 2-5.
   (April 5)

14. East Asia and the World
   Li, Chapter 12; Appendices, pp. 292-315.
   Cohen, Chapter 14.
   Yoo, Chapters 6-7.
   (April 12-21)

   **Second Participation and Engagement Report due on April 20, 2021**
This assignment provides you with an opportunity to (a) enhance your ability to evaluate the key perspectives on a critical issue of Asian history and develop a position of your own, (b) use a variety of sources as evidence in support of an argument, and (c) further develop your effective writing skills.


You should start with the reading for your topic and summarize the key arguments. After a critical evaluation of the competing perspectives, you must develop your own position on the issue under review. Beyond the required materials for this class, you need to use at least six additional library sources including the “essential readings” in this syllabus. All papers must include a complete list of references in a standard format. Please make sure that you give full credit to the authors of source materials. For your references and citations, please carefully study and follow the “Department of Political Science Citation Guide” (available at http://polisci.cofc.edu).

Please select your topic no later than Thursday, January 21. There is a limit of four people for each topic. The paper should be typed, double spaced, between 5-6 pages. The Historical Analysis Paper is due on Thursday, January 28, 2021.


1. Japan’s Encounter with the Modern World
2. Imperial Revolution: Embracing Modernity
3. Overcoming and Overcome by Modernity: Japan at War
4. Economic Miracles and the Making of a Postmodern Society
5. Overcoming Denial: Contemporary Japan’s Quest for Normalcy


1. What Is Modern China?
2. The Old Order and the New
3. Making China Modern
4. Is Chinese Society Modern?
5. Is China’s Economy Modern?
6. Is Chinese Culture Modern?
7. Brave New China?


1. Traditional Japan: Prehistory to 1185
   You can write about any of the following chapters:

   Chapter 1. Ancient Japan (to ca. 400 CE)
   Chapter 2. Yamato Japan (ca. 400-700)
   Chapter 3. Nara Japan (710-794)
   Chapter 4. Heian Japan (794-1185)

2. Feudal Japan (1185-1868)
   You can write about any of the following chapters:

   Chapter 5. Kamakura Japan (1185-1333)
   Chapter 6. Ashikaga Japan (1333-1603)
   Chapter 7. Tokugawa Japan (1603-1868)
   Chapter 8. Tokugawa Japan: Change
Chapter 9. Tokugawa Japan: Western Intrusion

3. Modern Japan 1868-1945
   You can write about any of the following chapters:

   Chapter 11. Meiji Japan: Economics and Society
   Chapter 12. Meiji Japan: Foreign Relations
   Chapter 13. Imperial Japan: World Power (1912-1922)
   Chapter 15. Imperial Japan: World War II (1937-1945)

4. Postwar Japan (1945 To Present)
   You can write about any of the following chapters:

   Chapter 16. Occupied Japan (1945-1952)
   Chapter 17. Contemporary Japan (Since 1952): Domestic Affairs—Politics
   Chapter 18. Contemporary Japan: Domestic Affairs—Economics and Society
   Chapter 19. Contemporary Japan: Foreign Affairs
This assignment provides you with an opportunity to (a) enhance your ability to evaluate the key perspectives on a critical issue of Asian politics and develop a position of your own, (b) use a variety of sources as evidence in support of an argument, and (c) further develop your effective writing skills.

You can choose your paper topic based on a chapter in either (1) Alisa Gaunder, *Japanese Politics and Government*. New York: Routledge, 2017, (2) Chong-Min Park and Eric M. Uslaner eds., *Inequality and Democratic Politics in East Asia*. New York: Routledge, 2020, or (3) Robert S. Ross and Jo Inge Bekkevold eds., *China in the Era of Xi Jinping: Domestic and Foreign Policy Challenges*. Washington, DC: Georgetown University Press, 2016. You should start with the reading for your topic and summarize the key arguments. After a critical evaluation of the competing perspectives, you must develop your own position on the issue under review. Beyond the required materials for this class, you need to use at least six additional library sources including the “essential readings” in this syllabus. All papers must include a complete list of references in a standard format. Please make sure that you give full credit to the authors of source materials. For your references and citations, please carefully study and follow the “Department of Political Science Citation Guide” (available at http://polisci.cofc.edu).

Please select your topic no later than Thursday, February 4. The paper should be typed, double spaced, between 5-6 pages. The Political Analysis Paper is due on Thursday, February 18, 2021.

Please select your topic no later than Thursday, February 4. There is a limit of four people for each topic. The paper should be typed, double spaced, between 5-6 pages. The Political Analysis Paper is due on Thursday, February 18, 2021.


1. The Making of a Modern State
2. The Postwar Settlement
3. The Postwar Political System
4. Political Parties
5. Elections and Electioneering
6. The Economic Miracle
7. Economic Slowdown
8. Policymaking
9. State–Society Relations
10. Prime Ministerial Leadership


*ProQuest Ebook Central*,

1. Inequality, Democracy, and the Welfare States in East Asia: Towards a New Theoretical Proposal to Analyze the Politics of Redistribution.
2. Trust, Corruption, and Inequality
3. The Political Economy of Inequality and Capture in South Korea
4. Assessing the Inequality-Democracy Linkage at the Individual Level: Evidence from East Asia
5. Equality of Opportunity and Satisfaction with the Political System: The Mediating Role of Regime Type
6. Economic Inequality and Authoritarian Legitimacy: The Case of China
7. Redistribution Preferences and Ideological Orientations Across Countries
8. Economic Inequality and Political Participation: Evidence from East Asian Countries
9. Economic Inequality, Ethnic Mobilization, and Electoral Competition

1. China’s Fifth-Generation Leaders: Characteristics of the New Elite and Pathways to Leadership
2. The Development of China’s Formal Political Structures
3. The Challenges of Economic Growth and Reform
4. The Challenges of Stability and Legitimacy
5. Xi Jinping’s Grand Strategy: From Vision to Implementation
6. Domestic Actors and the Fragmentation of China’s Foreign Policy
7. China’s Rise and International Regimes: Does China Seek to Overthrow Global Norms?
8. China’s Rise and Economic Interdependence
This assignment provides you with an opportunity to (a) enhance your ability to evaluate the key perspectives on a critical issue of Korean politics and develop a position of your own, (b) use a variety of sources as evidence in support of an argument, and (c) further develop your effective writing skills.

You can choose your paper topic based one of the following topics in Chien-Pin Li, Rising East Asia: The Quest for Governance, Prosperity, and Security, Chapters 9-12. The second option is that you can write about any chapter of Theodore Jun Yoo, The Koreas: The Birth of Two Nations Divided. Berkeley: University of California Press, 2020. You should start with the reading for your topic and summarize the key arguments. After a critical evaluation of the competing perspectives, you must develop your own position on the issue under review. Beyond the required materials for this class, you need to use at least six additional library sources including the “essential readings” in this syllabus. All papers must include a complete list of references in a standard format. Please make sure that you give full credit to the authors of source materials. For your references and citations, please carefully study and follow the “Department of Political Science Citation Guide” (available at http://polisci.cofc.edu).

Please select your topic no later than Thursday, March 4. There is a limit of four people for each topic. The paper should be typed, double spaced, between 5-6 pages. The Comparative Analysis Paper is due on Thursday, March 25, 2021.

1. The Historical Roots of Korea
   Li, pp. 203-214.

2. Governance under the Authoritarian Regime
   Li, pp. 217-228.

3. Governance in the Democratic Era
   Li, pp. 228-238.

4. Governing Institutions and Political Parties
   Li, pp. 239-250.

5. Growth under the Authoritarian Regime
   Li, pp. 251-261.
6. Growth in the Democratic Era  
   Li, pp. 261-269.

7. Security Strategies and Policy Making  
   Li, pp. 271-277.

8. Inter-Korean Security Relations  
   Li, pp. 277-291.

9. Out of the Ashes of War  
   Yoo, Chapter 1.

10. Dependent Capitalist Development or a Path of Self-Reliance?  
    Yoo, Chapter 2.

11. Sex, Hair, and the Flower Power  
    Yoo, Chapter 3.

12. The Long 1980s  
    Yoo, Chapter 4.

13. Civilian Rule and the End of a Dynasty  
    Yoo, Chapter 5.

14. Korea in the World  
    Yoo, Chapters 6-7.
Participation and Engagement Report Assignment

Spring 2021

Active class participation by everyone is very important for the success of our seminar. The participation and engagement report is designed to encourage you to actively and constructively contribute to our joint academic endeavor. You are required to submit two written reports. The first report is due on February 25, 2021. The second report is due on April 20, 2021. Please limit each report to a total of three pages.

Rubric for Evaluating Discussion and Participation

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
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<tbody>
<tr>
<td>(10 points)</td>
<td>(8 points)</td>
<td>(6 points)</td>
<td>(4-2 points)</td>
</tr>
<tr>
<td>Demonstrates Application and Comprehension of Unit Materials</td>
<td>Demonstrates grasp of key concepts and ideas.</td>
<td>Demonstrates grasp of most concepts and ideas.</td>
<td>Demonstrates a shallow/superficial grasp of the material.</td>
</tr>
<tr>
<td>Supporting Evidence</td>
<td>Provides ample examples as supporting evidence.</td>
<td>Provides some evidence to support opinions.</td>
<td>Offers inadequate levels of support.</td>
</tr>
<tr>
<td>Clarity of Ideas</td>
<td>Ideas are expressed clearly and appropriate vocabulary is used.</td>
<td>Some signs of disorganization with expression.</td>
<td>Ideas are not clearly articulated such that the message is difficult to discern.</td>
</tr>
</tbody>
</table>

The participation report is a summary of your contribution to the class. Please include the following in your report:

1. Comments and questions about the required readings;
2. A summary of your comments and engagement in class on Discussion Board;
3. Concise discussion of relevant academic issues and current events on Discussion Board;
4. Additional readings that you have done for the class;
5. Additional comments and suggestions about improving our class;

6. Comments about the paper presentations by classmates.

7. What can we do to improve US relations with East Asia?

8. What are the strengths and weaknesses of our textbooks? Please comment on all main textbooks that you have read. You can provide some preliminary feedbacks in your first participation report and answer this question in more details in your second report.

9. An objective of your report is for you to review your course experience. You can carefully examine your main objectives, progress, and achievements for the class. What is your best experience and what are the main challenges?