

BIS 332 Pacific Century

COURSE DESCRIPTION

Fifty-five years ago, East Asia seemed condemned to poverty. Much of Japan was still in ruins; half its workers were on farms, the other half in decrepit factories. "Made in Japan" meant rubbish. South Korea was poorer than Sudan, and the Korean War had devastated much of the countryside. Mao Zedong had just secured the Communist victory in China, having driven a group of hopeless refugees onto a little island called Formosa, better known today as Taiwan. Singapore and Hong Kong were busy ports under British rule, but nothing more. At the time, many African countries appeared to have brighter futures.

Today, Japan is an industrial superpower, albeit one with a spluttering economy. Close on its heels are the "four minidragons"--South Korea, Taiwan, Hong Kong, and Singapore. They not only spent most of the 1980s and 90s getting rich faster than anyone else; they enjoy levels of income equality and social stability that other developing countries can only envy. And as their economies have matured, Malaysia, Thailand, and Indonesia have taken their places among the world's newly-industrializing countries, in many ways following the same development strategies as Japan and the minidragons. A few steps behind are Vietnam and the Philippines, which are only beginning to open up their economies and shake off the yoke of their colonial past. But the most gripping story of the past two decades has been China's political and economic reforms that have vaulted it into the ranks of the world's fastest growing economies. If present trends continue, China could very well overtake Japan within two decades as the world's second largest economy.

East Asia's dramatic development since World War II has led some observers to refer to our present age as a "Pacific Century." Although each nation in the region is a product of a distinct historical and cultural narrative, certain common features stand out, namely the coexistence of a competitive, market-based economy with a social environment that subordinates individual self interest to the collective interests of family and society. The key to success, some scholars say, has been a strikingly successful, if sometimes stormy, marriage of traditional values and modern institutions. How this marriage was achieved in the different countries across East Asia and the social and political consequences it has had engendered are the main subjects of this course.

The course stresses four themes. First, modern East Asia cannot be understood in isolation from the historical traditions of East Asian civilization, the wellspring of which is the civilization of classical China. Consequently, we begin our study three thousand years ago with the beginnings of Chinese civilization and unification of China under the Qin and Han dynasties. We then follow the transfer of Chinese cultural influences into Vietnam, Korea, and Japan, where it blended with and shaped indigenous cultural patterns. As Warren Cohen's book reminds us, the 1000 years between 500 and 1500 AD was a "Pacific Millennium" whose center was China.

Second, East Asian societies have been powerfully influenced by the great philosophical and religious traditions of Confucianism, Taoism, Buddhism, and Islam, the latter two being foreign imports from India and the Middle East, respectively. Consequently, we study these teachings, their expression in art, literature, and political economy, and the fascinating ways they blended with each other and with indigenous local religions to give each country a distinct cultural footprint.

The third theme is the crucial role played in the modern era by Japan, which was the first Asian country to industrialize and drive out the Western imperialist powers that had subdued most of the region, only to impose its own imperial designs on the continent; decades of brutality and warfare culminated in Japan's cataclysmic defeat in World War II, followed by the communist takeover of China, the division of the Korean peninsula, and finally the disastrous Korean War. As the first Asian country to rebuild after the war, Japan incites both distrust and respect among its neighbors, who grudgingly admire its economic and technological successes.

The final theme is the reassertion of Chinese political and economic power in the region. International relations in Asia during the Cold War era pivoted around the security relationship between the U.S. and Japan, whose democracy and economic vitality made it a bulwark against communist expansion. Today, China is the aspiring "new" power in the region, having experienced dramatic economic growth during the past decade. Japan, meanwhile, languishes, its economy frozen in recession, its politics mired in scandal and policy failure. Last year China was formally admitted into the World Trade Organization, completing its re-engagement with the world economy that started in the early 1980s. The course thus ends where it began: at the dawn of a new millennium, China is the rising sun in Asia, whose economic, political, and cultural power is once again radiating outward, bathing the region in its glow. Will the 21st century be a "Chinese Century?"

TEXTS

Students should purchase the following texts from the bookstore:

- Warren I. Cohen, *East Asia at the Center* (2000)
- Huston Smith, *The Illustrated World's Religions* (1995)
- Natsume Soseki, *Kokoro* (1914)
- Lu Hsun, *Selected Stories* (1960)

The above will be supplemented by readings on electronic reserve and on-line readings from the Internet East Asian History Sourcebook, the homepage for which is:
<http://www.fordham.edu/halsall/eastasia/eastasiasbook.html#Cultural%20Origins>

In addition to the texts, we will occasionally use documentary video and film, most of which will be on reserve in the Media Center. These may include part or all of the following: *Pacific Century* (BOT-0400, parts 1-4, 7-8), *China: The Mandate of Heaven* (BOT-540 pt. 3), *Heart of the Dragon* (BOT-761 v. 4) and Zhang Yimou's feature-length film *Story of Qiu Ju* (not yet catalogued).

Additional books have been placed on library reserve. (These are shown under "Non-Electronic Reserve Materials" on the electronic reserves page.) Especially pertinent are the classic history by John Fairbank and Edwin Reischauer, *East Asia: Tradition and Transformation*, which is the main reference work I use in writing lectures, and Sherman Lee's survey of Asian art entitled *History of Far Eastern Art*.

REQUIREMENTS

- Map Quiz, in-class on April 16, to test knowledge of the geography of East and Southeast Asia. The exam will consist of a blank map on which you will label the countries, major cities, and

major geographic features. Multiple choice questions on geography may be included. This will count 5 percent of the course grade.

- Three short essays (3 pages each) on assigned topics. Unless directed to do otherwise, use only the required course readings, video, and lecture. Cite sources in parenthesis: for example, (Cohen, p. 50), (video, Pacific Century, date shown), (Collins lecture, date). Each essay must have a clear thesis statement. Grading will be based on factual correctness, evidence that you have engaged the relevant course material, coherence and persuasiveness of the arguments supporting the thesis, the drawing of appropriate conclusions, and usage of correct grammar and style. Together, they are worth 50 percent of the course grade. (NOTE: Students in groups making a presentation on the due date may turn in their paper at the next class meeting after the due date.)
 - Essay 1 due April 23 (post topic to web site 4/9)—17 percent
 - Essay 2 due May 7 (post topic 4/23)—17 percent
 - Essay 3 due May 28 (post topic 5/14)—16 percent
- Participation in a 45-minute group tour of the Seattle Asian Art Museum in Volunteer Park on May 9, at 5:30 PM. Students meet at the museum. Details will follow. A 2-3 page do-at-home essay on some aspect of the exhibits you found especially compelling will be due when you turn in your final exam on June 11. Participation in the tour and performance on the essay will count 10 percent of the course grade.
- Final exam, in-class on June 11, consisting of multiple choice and short answer questions, and an essay on the film *Story of Qiu Ju*. The final exam will count 15 percent of the course grade. You will turn in your do-at-home art essay along with the final exam.
- Group presentation and in-class discussion. For this, you will work in groups of three students (unless I give approval to do otherwise). The group you form for the first in-class discussion on April 4 will be the one you work with for the remainder of the quarter. Each group will be responsible for the following:
 - Give one class presentation on the day's assigned material. Groups will be organized and randomly assigned to dates on April 4; presentations begin April 9. For each presentation, group members will a) summarize the material, organizing neatly as you do so, and share your thoughts about it (15 minutes); and b) pose questions for the class to answer and discuss (10 minutes). I may follow with questions of my own for the presenters. Each person in the group should contribute equally to the presentation: half the grade I give will be a group grade, the other half an individual grade. The group grade will be based on organization, coherence, and impact; the individual grade will be based on accuracy and impact of the content, effectiveness of delivery, and use of presentation tools (white board, handouts, props, overhead projector, etc.). You will NOT be permitted to use Power Point. Each individual is required to write up the script of your presentation, either verbatim or in detailed notes--3 inch by 5 inch note cards are acceptable--and submit it to me after the presentation. Together, the individual and group grade will make up 15 percent of the course grade.
 - Discuss and provide written answers (one set per group, to be done in class) to discussion questions when assigned. On most Fridays, by 6 PM, I will post to the course web site study questions for the following week. The questions are for your use in preparing for the exam; you do not need to write answers to them outside of class. Occasionally, I will

choose one or a few of the week's questions for you to discuss and answer in your groups in class. Be prepared by bringing with you to each class the readings and questions. At the end of the discussion, each group will turn in one set of written answers, which will be graded on a credit/no credit basis. Be sure to write your names on the work you turn in to ensure you receive due edit. (Note: If only one person from a group is present, I will assign that individual to work for that day with another group.) Questions done by a single person or outside of class will not be accepted. Together, these exercises will make up 5 percent of the course grade.

Guidelines for essays: All essays must be typed or word-processed, double-spaced, on 8-1/2 by 11 inch white paper, using 12-point Times New Roman font, 1.25-inch margins on the sides, 1-inch margins top and bottom. Affix a title page displaying your name, date, the course number, and title of the essay. Do NOT write your name on any other page of the essay. Staple the pages together at the upper left corner; do NOT use clips, folders or bindings of any sort.

In-class exams: You are required to bring a full-size, 8-1/2 by 11 inch blue book in which to write your exam. Do not write on or in the blue book before the exam; to ensure a level playing field and deter cheating, I will collect them before handing out the exam and redistribute them randomly.

Scholarly integrity: Plagiarism is the willful use of another individual's writing without proper acknowledgement; it is a serious scholarly offense. Any evidence of plagiarism will be met with an appropriate penalty—usually a zero for the assignment—and possibly referral to the Dean for further disciplinary action.

Late policy: As a general rule, I deduct three-tenths of a grade point for each day an assignment is late. At the same time, I recognize that students sometimes have legitimate reasons for missing a due date. If you anticipate that you will be unable to meet a deadline, discuss your situation with me before the submission date; if you wait until the due date or later, chances are your work will be penalized.

Backing up your work: Make it a habit to maintain copies of assignments done outside of class.

Returning work: Turn-around time depends on many factors, including the number of students in the course and the nature of the assignment. As a general rule, I return work one to two weeks after the submission date. For work submitted the last week of the quarter and final exams that you would like returned, please provide a stamped, self-addressed first-class mailing envelope (NOT a business envelope, as papers often do not fit into them); apply at least three 34-cent stamps. If you do not provide an envelope, I will hold your work for pick-up after the quarter.

Emailing work: I do not normally accept graded work by email or fax. If you find that you absolutely must email or fax an assignment to meet a deadline, please let me know in advance.

SCHEDULE

("Library Reserve" means an item is available through the library's electronic reserve system. Use the password "halfmoon" to access it. "Collins private" means an item is available in a private folder on the course web site. Access it with user name "collins" and password "asia".)

April 2

Introduction

Geography and People of East Asia; Current Events

April 4

The Emergence of East Asia as an International System

Cohen, chapter one (a long chapter, so start early!)

Organize groups and assign presentation dates

April 9

Confucianism

Smith, chapter IV

Selections from Confucius, *The Analects* at the following URL:

<http://academic.brooklyn.cuny.edu/core9/phalsall/texts/analects>

Selections from Mencius at the following URL:

<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/mencius.html>

Ban Zhao, Lessons for a Woman, at the following URL:

<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/banzhao.html>

Group 1 presentation

In-class video: Heart of the Dragon (BOT-761 v. 4)

April 11

Taoism

Smith, chapter V

Selection from Lao Tzu, *Tao Te Ching*, at the following URL:

<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/taote-ex.html>

Selections from Chuang Tzu, at the following URL:

<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chuangtz.html>

Group 2 presentation

April 16

East Asia During the Tang and Song Dynasties

Cohen, chapters two and three

Group 3 presentation

Map Quiz

April 18

Buddhism

Smith, chapter II

Kamo no Chomei, "An Account of my Hut" (*Hojiki*)—Library reserve

Group 4 presentation

April 23

Mongol Ascendence and the Coming of Islam

Cohen, chapters four and five

In-class video: Pacific Century, Part 1-begin (BOT-0400)

Group 5 presentation and Essay 1 due

April 25

Islam: Its Teachings and Modern Impact in Southeast Asia

Smith, chapter VI

Norani Othman, "Grounding Human Rights Arguments in Non-Western Culture: *Shari'a* and the Citizenship Rights of Women in a Modern Islamic State"—Library Reserve

Group 6 presentation

April 30

Chinese Civilization at its Zenith

Cohen, chapters six and seven

Group 7 presentation

Guest Lecture on Art in East Asia by Professor JoLynn Edwards in preparation for our tour of the Seattle Asian Art Museum

May 2

Triumph of the West in Asia

Cohen chapters seven and eight

In-class video: Pacific Century, Part 1-finish (BOT-0400)

Group 8 presentation

May 7

Japan Becomes a World Power

Cohen, chapters nine and ten

In-class video: Pacific Century, Part 2 (BOT-0400) and Essay 2 due

May 9

Field Trip to the Seattle Asian Art Museum at Volunteer Park: Tour starts at 5:30 and lasts 45 minutes. Afterward, we'll meet for dinner at a nearby Asian restaurant. More details to follow. No reading for today, but you should be reading ahead in Soseki and Cohen.

May 14

The Clash between Tradition and Modernity in the Fiction of Natsume Soseki

Natsume Soseki, *Kokoro*

Group 9 presentation

May 16

The Birth of Asian Nationalism

Cohen, chapters ten and eleven

Sun Yat-sen, Fundamentals of National Reconstruction, at the following URL:

<http://academic.brooklyn.cuny.edu/core9/phalsall/texts/sunyat.html>

In-class video: Pacific Century, Part 4 (BOT-0400)

May 21

Nationalism and the Revival of Chinese Culture: The

Lu Hsun, *Selected Short Stories*, “A Madman’s Diary,” “The True Story of Ah Q,” and “In the Wine Shop”

Group 10 presentation

May 23

Asia and the Cold War

Cohen, chapter twelve

In-class video: The American Experience: MacArthur

May 28

The Resurgence of East Asia

Cohen, chapter thirteen

Fareed Zakaria, “A Conversation with Lee Kuan Yew,” *Foreign Affairs* (March-April 1994): 109-126—Collins private

In-class video: Pacific Century, Part 7 (BOT-0400)

Group 11 presentation and Essay 3 due

May 30

Democratization and China’s Opening to the World

Cohen, chapter fourteen

Kim Dae Jung, “Is Culture Destiny? A Response to Lee Kuan Yew,” *Foreign Affairs* (March-April 1994): 189-194—Collins private

In-class Video: Pacific Century, Part 8 (BOT-0400)

Group 12 presentation

June 4

Human Rights in Asia: What does the Future Hold?

Julia Ching, “Human Rights: A Valid Chinese Concept?”—Library Reserve

Amartya Sen, “Human Rights and Asian Values,” *New Republic* (14 July 1997)—Collins private

In-class film: *Story of Qiu Ju* (Zhang Yimou, director)

Group 13 presentation

June 6

Pacific Century, American Century or Chinese Century?

Cohen, Closing Thoughts

Soong-Bum Ahn, “China as Number One,” *Current History* (September 2001)—Library reserve

In-class film: Conclusion of *Story of Qiu Ju*

June 11

Final Exam in class at 5:45 (turn in art essay with final)