

**Challenges & Opportunities:  
China, Japan & the Modern World**  
LSHS-436-01  
Georgetown University  
Liberal Studies Degree Program  
Spring 2008  
Monday, 6:30-8:30pm

## **DRAFT SYLLABUS – Subject to revision**

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### **Course Description**

Harvard political scientist Samuel P. Huntington has argued that with the end of the Cold War the world has entered a time in which the

great divisions among humankind and the dominating source of conflict will be cultural....the principal conflicts of global politics will occur between nations and groups of different civilizations. The fault lines between civilizations will be the battle lines of the future.

*The Clash of Civilizations? The Debate (1)*

Whether Huntington's thesis is correct or not, many of the confrontations and much of tension afflicting the globe today have been presented as struggles between "traditional" and "modern" societies/cultures/peoples.

Through an examination of events in 19<sup>th</sup> & 20<sup>th</sup> century Chinese and Japanese history, this course will analyze the intersection of "traditional" and "modern" societies and the consequences therein. Particular emphasis will be placed on looking at how "tradition" was challenged, rejected, reconciled and/or maintained, as well as assessing the costs and benefits associated with the various alternatives. While the paths followed by these two countries over the course of the last century and a half were not determined entirely by their contact with the "modern" world, clearly such interaction played a role in shaping China and Japan's current conditions.

By examining the experiences of Japan and China, this course will provide students with an understanding of two of the present-day world's most important nations. Additionally, these case studies will furnish students with insight into similar challenges and questions facing other societies/nations in the present day and how the pressures they engender might be diminished or

resolved.

Each week, the class will begin with a general lecture on the historical events relevant to the period under review. This will be followed by a student-led discussion of the week's assigned readings, which will draw on both contemporary and recent fictional and non-fictional works.

## **Course Requirements**

### **I. Discussion Sessions**

In addition to lectures, the class will feature weekly student-led discussions. The purpose of the discussion sessions is to provide opportunities for students to exchange opinions, interpretations, and ideas about the readings and the topics they address. A good discussion is one where the participants feel that they have learned something new, something that they would not have learned by simply reading the materials on their own. Note - the value of each discussion section ultimately rests on a willingness to come prepared to talk. Thus, all students are expected to do all of the assigned readings. Failure to do so will impair your ability to follow and benefit from the lectures, prevent you from being able to participate in discussion, and diminish the value of the session for those students who are prepared.

### **Guide for Discussions**

The point of class discussion is for students to exchange opinions, interpretations, and ideas about the readings and class materials. A good discussion is one where the participants feel that they have learned something new, something that they would not have learned by simply reading the materials on their own. Your job as discussion leader is to create an environment in which this kind of learning can take place.

You will prepare a list of questions designed to provoke discussion on the readings (they should not be limited solely to assigned materials but should also consider the broader implications/significance of the topics covered in the readings as well as relevant past and/or current events). **The questions must be posted in the "Discussion Board" of the class Blackboard site at least 48 hours before class.** Students not leading discussion are encouraged to raise their own questions during the course of the evening.

### **II. Written Assignments**

Students are required to submit one analytical/critical review, one interpretive essay, and a "Lessons Learned" paper. Guidelines will be provided in a separate handout. Papers are due at the beginning of class on March 10, April 7, and April 28. **Note - papers will be penalized by a 1/3 grade reduction for each day they are late.**

### **Grading**

**Note - more than two absences may require that the student withdraw from the course**

- Discussion Participation - 30%
- Leading discussion - 10%

- Written assignments - 15% for the 1<sup>st</sup> paper; 20% for the 2<sup>nd</sup>, and 25% for the 3<sup>rd</sup> paper

### **Academic Integrity**

You are required to uphold academic honesty in all aspects of the course, especially on exams and papers. The professors are aware of and regularly consult all of the major internet sources for plagiarized papers. If you have any questions about conforming to rules regarding the proper format for citations, or what constitutes plagiarism, the professor will be happy to talk with you.

If you believe you have a disability, then you should contact the Academic Resource Center (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

### **Required Textbooks**

- Diana L. Ahmad. *The Opium Debate and Chinese Exclusion Laws in the Nineteenth-century American West*. University of Nevada Press (2007). ISBN-10: 0874176980; ISBN-13: 978-0874176988
- Yuan-tung Chen. *The Dragon's Village : An Autobiographical Novel of Revolutionary China*. Penguin (Non-Classics; 1981). ISBN: 0140058117
- John W. Dower. *War Without Mercy: Race and Power in the Pacific War*. Pantheon (1987). ISBN: 0394751728
- Aaron Forsberg. *America and the Japanese Miracle: The Cold War Context of Japan's Postwar Economic Revival, 1950-1960*. The University of North Carolina Press (2000). ISBN-10: 080782528X; ISBN-13: 978-0807825280
- Kaneko Fumiko. *The Prison Memoirs of a Japanese Woman*. M. E. Sharpe (1997) ISBN: 0873328027.
- Peter Hays Gries. *China's New Nationalism: Pride, Politics, and Diplomacy*. University of California Press (2005). ISBN: 0520244826
- Shintaro Ishihara. *The Japan That Can Say No/Why Japan Will Be First Among Equals*. Touchstone Books (1992) ISBN: 0671758535
- Fei-kan Li (Pa Chin), Sidney Shapiro (Translator). *The Family*. University Press of the Pacific (2001). ISBN: 0898752132
- Susan L. Shirk. *China: Fragile Superpower: How China's Internal Politics Could Derail Its Peaceful Rise*. Oxford University Press, USA (2007). ISBN-10: 0195306090; ISBN-13: 978-0195306095
- Junichiro Tanizaki. *In Praise of Shadows*. Leetes Island Books (1980) ISBN: 0918172020

### **Recommended Textbooks (Historical Background/Context):**

- James McClain. *Japan: A Modern History*. W. W. Norton & Company (2002); ISBN: 039397720X
- Jonathan D. Spence. *The Search for Modern China*. W. W. Norton & Company (2001) ISBN:

0393307808

## Lecture and Discussion Schedule

### Week 1 (January 14) - Course Introduction; Worldviews and Rude Awakenings

#### Recommended Readings (prior to January 31)

Spence, Chapters 1-6

McClain, Chapters 1-3

### Week 2 (January 28) - Qing China: The Impact of Resistance

- Shiping Hua. "The Meiji Restoration (1868) and the Late Qing Reform (1898) Revisited: Strategies and Philosophies." *East Asia: An International Quarterly*; Autumn 2004, Vol. 21 Issue 3. **Blackboard**
- Luke S. K. Kwong. "The Ti-Yung Dichotomy and the Search for Talent in Late Ching China." *Modern Asian Studies*, Vol. 27, No. 2 (May, 1993), 253-279. **Blackboard**
- Young-Tsu Wong. "Revisionism Reconsidered: Kang Youwei and the Reform Movement of 1898." *Journal of Asian Studies*; August 1992, Vol. 51 Issue 3. **Blackboard**

#### Recommended Reading

Spence, Chapters 7-11

### Week 3 (February 4) - Meiji Japan: The Impact of Change

- *In Praise of Shadows*

#### Recommended Reading

McClain, Chapters 4-7

### Week 4 (February 11) - China's May 4<sup>th</sup> Movement: Radical Reevaluation

- *The Family*

#### Recommended Reading

Spence, Chapters 12 & 13

### Week 5 (February 25) – A Woman's Place is....?

- *The Prison Memoirs of a Japanese Woman*

#### Recommended Reading

McClain, Chapters 8 & 9

### Week 6 (March 10) - The "Yellow Peril"

- *The Opium Debate and Chinese Exclusion Laws*

## **FIRST PAPER DUE (March 10)**

### **Week 7 (March 17) - WWII in Asia**

- *War Without Mercy: Race and Power in the Pacific War*

#### Recommended Readings

Spence, Chapter 17

McClain, Chapters 12-14

### **Week 8 (March 24) - Japan in Defeat**

- Sakaguchi Ango. "Discourse on Decadence (1946): A Penetrating Look at the Chaos of Japan amidst the Ruins of War," *Review of Japanese Culture and Society*, v.1, no. 1, October 1986, 1-5.
- Oe Kenzaburo. "Human Sheep," *Japan Quarterly* XVII No. 2, April-June 1970.
- Mire Koikari. "Exporting Democracy?" *Frontiers: A Journal of Women Studies*, 2002, Vol. 23 Issue 1. **Blackboard**
- Kojima Nobuo. "The American School," *The Japan Interpreter* 11.4 (1977).
- Shunya Yoshimi. "'America' as Desire and Violence: Americanization in Postwar Japan and Asia During the Cold War," *Inter-Asia Cultural Studies*, December 2003, Vol. 4 Issue 3. **Blackboard**

#### Recommended Reading

McClain, Chapter 15

### **Week 9 (March 31) - Dawn of a New China**

- *The Dragon's Village*

#### Recommended Reading

Spence, Chapters 18-20

### **Week 10 (April 7) - Re-emergent Japan**

- *America and the Japanese Miracle*

#### Recommended Reading

McClain, Chapter 16

## **SECOND PAPER DUE (4/7)**

### **Week 11 (April 14) - Shifting Tides**

- *China's New Nationalism*

#### Recommended Reading

Spence, Chapters 23-27

**Week 12 (April 21) – Japan in China’s Shadow**

- Benjamin L. Self. *The Dragon’s Shadow: The Rise Of China and Japan’s New Nationalism.*  
**Blackboard**

**Week 13 (April 28) - Looking to the Future**

- *China: Fragile Superpower*

**THIRD PAPER DUE (4/28)**