

TransPacific Hawaii College
History 200
Contemporary Asian Issues*
2 July 2007 – 19 September 2007

Instructor: Vincent K. Pollard	Office hours (Room 208): Tuesday/Friday, 6:00 – 6:30 p.m., by appointment & on the Internet	E-mail: vincentpollard@transpacific.edu & pollard@hawaii.edu
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Course summary. This 3-credit course (48 contact hours) provides students with opportunities to deepen their understanding of East and Southeast Asian nations through theoretical analyses and basic research. The course will clarify social, political, economic and cultural problems of the Asian nations and the origins or causes of these problems.

Course objectives. By the end of this course, students will be able to do the following:

- a. Identify important problems in nations of the Far East and Southeast Asia, and understand the differences and similarities existing in those problems through theoretical thinking;
- b. Analyze the impact of international relations on Asian nations with a special focus on “globalism vs. regionalism”;
- c. Identify and explain forces of social change (i.e., industrialization, urbanization, the nuclear family, etc.) and their impact on the culture of Asian nations;
- d. Plan his/her own research and produce a research paper through library work and basic data analyses; and
- e. Identify what roles the student needs to play to cope with ongoing or future problems in Asia.

Prerequisites. Only a desire to learn!

Methods of instruction. Teaching-learning methods include the following: lectures; class discussion; viewing, understanding, appreciating and criticizing videos; country report presentation; data analysis; and writing and presenting a research paper.

Quizzes and final exam. Students will respond to reflective, persuasive, analytic and research questions in two papers. The questions will remind you of central themes and critical facts from our readings, discussions, lectures, guest presentations, and videos. Details and due dates will be announced in class. This syllabus includes a handout and URLs to two websites to remind you of the standards for clear expository writing. To get maximum credit, papers should be submitted in a timely fashion.

With the course competencies in mind, questions on the comprehensive final exam (mainly essay and short-answer questions) will be based on assigned readings and videos, as well as on lectures, guest presentations, in-class handouts, and materials announced or delivered online.

* Course code 2073053.

Absenteeism limits participation & learning. Being an active, involved student in this course is the most visible sign of your commitment to yourself and to your classmates. Unless you are seriously ill, you are expected to be with us for each class. Only your performance is evaluated—not the reasons for nonperformance. How can you "make up" a missed discussion of a video by your classmates?

Regardless of the reason, normally six (6) absences are cause for earning an “F” for the course.

Grading Criteria and Grade Reports. A 300-point system reflects the weight assigned to writing and other learning activities in this course. Below, you will keep track of your own progress. Do this before asking, "How am I doing "?

Creditable learning activities	Maximum points	Your points	Share of grade
2 papers @ 50 points, on topics and dates to be assigned	100		33 1/3 %
Quizzes, average of all scores	100		33 1/3 %
Final Exam (semi-comprehensive)	90		30 %
Overall personal effort, presence, punctuality, initiative, homeworks submitted in a timely fashion, performance on announced & unannounced quizzes, collaborativeness, involvement, intellectual growth & impact on the class.....	<u>+ 10</u>		3 1/3 %
<i>Maximum possible points</i>	= / < 300		100 %

Letter grades are computed in five bands of thirty points each: 271-300 points = an "A"; 241-270 = a "B"; 211-240 points = a "C"; 181-210 points = a "D"; and <181 = an "F." *

Language in the classroom. Since you have made the effort to study in an English-speaking society, take advantage of the opportunity to use English as much as possible.

To encourage you to do so, you are expected to use English as long as you are in the classroom. That includes our ten-minute breaks.

“Practice makes perfect!” So, make up your mind that you will be more fluent and proficient in English at the end of this semester than you were on the first day of the semester.

Plagiarism. "Academic Honesty" matters! Cite your sources precisely when you borrow words and ideas from newspapers, videos, books and websites. And if you are not sure, just ask.

Evidence of deliberate plagiarism results in a zero for the assignment and possibly an "F" for the course.

* Divide point totals by three if you wish to convert to a 100-point scale.

Assigned readings. The principal source of assigned readings will be the following book: Vera Simone, *The Asian Pacific: Political and Economic Development in a Global Context*, 2nd edition (New York: Longman, 2001), ISBN 0-8013-3021-1.

Below, please notice that the order of chapters from *The Asian Pacific* varies from that of the author. You may also expect to receive additional short handouts or online readings. These will help make our discussions more interesting to you. Any changes will be announced in class.

Schedule

Weeks 1-3

Orientation, introduction.

3 July - 20 July 2007

Skills review. Why should you take notes during class? How? And how many reasons can you give?

How to make the best use of a textbook: What is the purpose of the table of contents? Chapter summaries? Questions for discussion? The glossary (the list of “Acronyms”)? An index? References?

Basic assumptions. What experiences do you have that probably will give you insight into developments in Asian countries?

What is “Asia”? (Is there more than one possible answer to this question?) The “Asian Pacific”? What is a “region,” anyway? Who decides? Isn’t Vera Simone’s “Asian Pacific” about the same as the more conventional “East and Southeast Asia”?

Where do you expect to find information about the history, sociology, economics, culture and politics of Asia?

Assigned readings:

Vincent K. Pollard, “13 questions” section of “Evaluating Internet Credibility,” <http://www2.hawaii.edu/~pollard/critical.html> Updated, 29 June 2007.

“Comparing Asian Pacific Countries: Some Facts and Some Theories,” chapter 1, in Vera Simone, *The Asian Pacific: Political and Economic Development in a Global Context*, 2nd edition (New York: Longman, 2001), pp. 1-24.

Recommended:

Vincent K. Pollard, “Asia, Comparatively,” <http://www2.hawaii.edu/~pollard/Asia.html> Updated 27 June 2007.

Assigned reading:

“Culture and Ideology,” chapter 6, in Vera Simone, *The Asian Pacific: Political and Economic Development in a Global Context*, 2nd edition (New York: Longman, 2001), pp. 252-303. This includes the political map of East and Southeast Asia facing page 1.

Weeks 1-3

Orientation, introduction.

3 July - 20 July 2007 (continued)

Assigned readings (continued):

"The Imposition of Colonialism," chapter 2, in Vera Simone, *The Asian Pacific: Political and Economic Development in a Global Context*, 2nd edition (New York: Longman, 2001), pp. 25-65.

"Nationalism and the Movement for Independence," chapter 3, in Vera Simone, *The Asian Pacific: Political and Economic Development in a Global Context*, 2nd edition (New York: Longman, 2001), pp. 66-110.

Vincent K. Pollard, "Malolos Constitution," *United States at War, Spanish-American/Philippine-American War*, ed., Spencer Tucker, Military History Series (Santa Barbara: ABC-CLIO, forthcoming 2008).

Vincent K. Pollard, "1911-1912 Chinese Revolution," *ABC-CLIO World History Encyclopedia, Era 8: Crisis and Achievement 1900-1945*, ed., H. Micheal Tarver (Santa Barbara: ABC-CLIO, forthcoming, 2007).

Recommended:

Vincent Pollard, "Skillful Internet Searching," <http://www2.hawaii.edu/~pollard/search.html>
Updated, 29 June 2007.

Vincent K. Pollard, "Asian Nationalisms, Social Revolutions," <http://www2.hawaii.edu/~pollard/movements.html> Updated 25 June 2007.

Vincent K. Pollard, "Philippines," *Encyclopedia of Modern Slavery*, ed., Junius P. Rodriguez (Santa Barbara: ABC-CLIO, forthcoming March 2008).

"Philippines-U.S. Relations [1898-2001]," *Encyclopedia of Modern Asia*, 1st ed. (editors, David Levinson and Karen Christensen), Berkshire Reference Works (New York: Scribners Reference, 2002), vol. 4, pp. 512b-518a.

Weeks 4-7

Development, Change and Challenges in Asia

24 July – 10 August 2007

Assigned readings:

"Asian Pacific Governments and Politics in Transition," chapter 4, in Vera Simone, *The Asian Pacific: Political and Economic Development in a Global Context*, 2nd edition (New York: Longman, 2001), pp. 111-188.

"Political Economy and Development," chapter 5, in Vera Simone, *The Asian Pacific: Political and Economic Development in a Global Context*, 2nd edition (New York: Longman, 2001), pp. 189-251.

"The Global Context of Asian Pacific Development—The Cold War," chapter 7, in Vera Simone, *The Asian Pacific: Political and Economic Development in a Global Context*, 2nd edition (New York: Longman, 2001), pp. 304-369.

Possible topics for student papers and presentations

Who or what is a global citizen? Under what conditions could global citizens make the life for most people in Asia less difficult and more peaceful?

What are the most troubling early indicators of conflict? Militarism? Environmental degradation? Lack of food? Gender-focused discrimination? National identity, nationalism and ethnic relations?

Can you identify promising forms of cooperation and governance in Asia for the next 10-15 years?

What are some early, practical steps that you recommended as a pathway to your preferred future for East and Southeast Asia?

Midterm advisory grades. On or before 13 August 2007, an advisory grade for each student will be reported to the administration of TransPacific Hawaii College.

Recommended:

Vincent K. Pollard, "Okinawa," in Spencer C. Tucker (ed.), *Encyclopedia of the Cold War: A Political, Social, and Military History* (Santa Barbara, Denver and Oxford: ABC-CLIO), forthcoming, August 2007.

Vincent K. Pollard, "Association of South-East Asia (ASA)," In Spencer C. Tucker (ed.), *Encyclopedia of the Cold War: A Political, Social, and Military History* (Santa Barbara, Denver and Oxford: ABC-CLIO, 2007), forthcoming.

Weeks 4-7

Development, Change and Challenges in Asia

24 July – 10 August 2007 (continued)

Recommended (continued):

Vincent K. Pollard, "Association of South East Asian Nations (ASEAN)," In Yuwu Song (ed.), *Encyclopedia of Chinese-American Relations* (McFarland & Company, Inc., Publishers, 2006), pp. 33-34.

Vincent K. Pollard [with You-jeong Lee], "Korea, Republic of (South Korea)," In *Asian American History and Culture: An Encyclopedia*, eds., Huping Ling and Allan W. Austin (Armonk, New York: M. E. Sharpe, 2007 or 2008), forthcoming.

Vincent K. Pollard, "Brunei Darussalam," *The Encyclopedia of World Poverty*, ed., Mehmet Odekon, [Golson Books, Ltd.] (Thousand Oaks, California: Sage Reference, 2006), pp. 92-93.

Weeks 8-12

Are current problems indicative of future trends?

14 August – September 2007

Assigned readings:

"Political Economy of the Asian Pacific Region," chapter 8, in Vera Simone, *The Asian Pacific: Political and Economic Development in a Global Context*, 2nd edition (New York: Longman, 2001), pp. 370-422.

"Summing Up and Looking Ahead," chapter 9, in Vera Simone, *The Asian Pacific: Political and Economic Development in a Global Context*, 2nd edition (New York: Longman, 2001), pp. 423-462

Recommended:

Vincent K. Pollard, "Geography's Ethical Window," *Journal of Geography* [The National Council for Geographic Education], vol. 88, no. 6 (November-December 1989), pp. 230-231.

Vincent K. Pollard, Chinese Cultures Abroad WWW Virtual Library, <http://www2.hawaii.edu/~pollard/chculture.html> Updated 25 June 2007.

Vincent K. Pollard, "Taiwan Cross-Strait Directory," Asia-Pacific Digital Library, <http://apdl.kcc.hawaii.edu/~taiwan/> Updated 3 July 2007.

Week 13

Final examination. The final exam will be held in our usual classroom at 3:50 p.m. on Tuesday, 18 September 2007.

Comments and suggestions on writing and editing your papers and exams*

From reading and commenting on papers written by political science students and participants in my "Writing for Social Scientists" workshop, I have briefly summarized typical problems that arise in these efforts. And I can suggest some solutions. Writing is thinking. And thinking can be hard work. Therefore, if you experience difficulty and frustration, that does not mean anything is wrong with your head. It's normal. Just be persistent. My comments on your writing should help you get better results from your efforts. Many of my comments, questions and suggestions apply only to your individual paper. Below, I share some general observations that should be helpful to all of you. Use these suggestions as guidelines and reminders in peer-editing, as well as in revising your final drafts.

1. Please carefully read and directly answer the question that you are asked to answer. Answer all parts of every question. If you do not understand the question, please talk to me about it--before class, during class, or after class. Or if you prefer, make an appointment to discuss the matter in my office. Or e-mail me at pollard@hawaii.edu. After you have finished your answer, look at the question again. After you have written a coherent statement, make sure that it answers the question.

2. Write an introductory sentence or paragraph that summarizes the central point you are making in your answer. If this is not the first sentence or the first paragraph, it should be very close to the beginning of your paper.

3. Select examples that support your argument. Avoid vagueness. Since two different people may sometimes interpret the same example in completely different ways, show precisely how your chosen example strengthens the point you are making. In a short paper, one or two well-chosen and well-explained examples can add a lot of power to your writing. Further, if you are developing an interpretation or line of argumentation that I hadn't anticipated, your examples will be helpful to me. Also, if your examples are clear but, perhaps, your point of view is less clearly expressed than it otherwise might be, then it is easier for me to write questions, comments or suggestions for you.

4. Say exactly what you mean. Your reader shouldn't have to "guess" your real meaning.

5. Be as concise as possible. Avoid "overwriting." Ask yourself: "Do I really need that sentence?" "Do I need those words?" Many of you may have noticed that I sometimes suggest a shorter way of expressing some thoughts. Sometimes when I make these kinds of suggestions, I also write: "Same idea/fewer words/more power." And sometimes I will write an "equals" (=) sign followed by one or more words and a question mark. The comment will be {bracketed} with a word or expression from your essay. This comment means I am unsure of your point. If you decide that my suggested alternative does not express exactly what you mean to say, then my comments are simply encouraging you to improve your own writing.

* If you wish to use a convenient two-page checklist that includes these eighteen points and others, download my editing grid at <http://www.teachingforsuccess.com/IssueSupport2/PollardWritAnalsGrid.pdf>

6. In face-to-face conversational language, our whole body, our facial muscles and our tone of voice “punctuate” and emphasize our spoken words. However, if we write down our spoken language, those written words are sometimes less effective than the same words if spoken aloud. Phrases slowing the reader down as she searches for your main point are words and phrases that do not belong in your writing. For example, in face-to-face conversation, we commonly use throw-away words like “actually” and “basically” for emphasis and transitions. In writing, try to find more precise transitional words and phrases.

7. Social science, as we are learning, is social! We often depend on the work of other people. But avoid plagiarism! Plagiarism is a form of dishonesty that fails to acknowledge how we have used the writing of other people. So, use quotation marks whenever you are reproducing someone else’s words in your paper. Give page references or URL’s when you are quoting someone's words or summarizing ideas s/he has expressed in books, articles or Internet essays.

8. Using extensive quotations should be the exception. Learn to summarize. Quote sparingly for added effect. And it demonstrates your understanding of what you have read.

9. Becoming “your own best critic” should be your goal. Ask yourself the questions that I ask when I comment on your paper. Acquire the skill of making better criticisms of your own writing than the criticisms made by other people.

10. Make sure subjects and verbs in your sentences “agree” with one another: that is, a singular subject takes a singular verb; a plural subject gets a plural verb. Also, pronouns refer back to the closest noun that agrees with them. Although this rule is violated in spoken language, clear writing requires accurate pronoun-noun “agreement.”

11. Ask yourself if your verbs would be more effective in the “active” voice. Usually, the “active” voice is more “lively” than the “passive” voice.

12. Turn long adjectival clauses into independent clauses or separate sentences.

13. Very long introductory adverbial phrases and clauses make it hard to tell what the main idea is. Consider three alternatives: a) Shorten these phrases or clauses; b) place them after the main clause; or c) turn them into separate sentences.

14. Continual suggestions (from me) on the need for more precise word usage probably indicate that you will benefit from using a better dictionary--one with several meanings for each word.

15. Careful use of transitional adverbs or adverbial phrases will enhance the coherence of your paper, that is, the way in which one part flows into another.

16. In proofreading your final drafts, please use the “spellcheck” software on your computer. Or use the “eyeball method.” Large numbers of spelling errors distract from your main point. Also, some spelling errors change your meaning.

17. Show the “final” version of your paper to a friend who has not seen an earlier draft. Ask your friend to summarize your main point in one or two sentences. If your friend has difficulty giving you a clear summary, then you probably need to spend some more time revising the paper.

18. Never give up! Just keep telling yourself that, no matter how frustrating the writing sometimes becomes, you will absolutely refuse to give up. And get whatever help you need. Why? Sometimes the difference between a mediocre paper and a superb piece of writing is the result of revising your draft one or two more times.