

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2013

Discipline: East Asian Languages, Literatures, and Cultures

EAST 3559: Sino-American Relations

Division: Upper

Faculty Name: John Israel and Tao Xie

Pre-requisites: There are no prerequisites. However, academic or other exposure to Chinese history, society, culture, politics, or foreign relations, as well as some knowledge of American history and foreign relations, will be useful.

COURSE DESCRIPTION

Following a comparative analysis of sharply contrasting historical and cultural configuration of the two countries, we will take a bird's eye look at the Sino-American tableau from 1784, when the first American ship dropped anchor off Guangzhou, to the Second World War, which set the stage for a closer –and more complicated –relationship. After Pearl Harbor, as the American presence in China assumes a more critical role, our historical analysis will become more detailed.

This course will seek to illuminate multifold dimensions of the current era in Sino-US relations. The seminal event was the Nixon-Zhou Enlai communiqué of 1972 that broke the Cold War impasse and ushered in the era of intense engagement that continues to the present. The course will be punctuated by, and integrated with, onshore experiences. Before disembarking in Yokohama, we will discuss the relationship of Japan and China, formerly as adversaries, now as competitors in North Asia. Perspectives on the Sino-Japanese-US triangle will take on a personal dimension through a daylong dialogue at the Tokyo home of Ambassador Koreshige Anami and Mrs. Virginia Anami.

Between Kobe and Shanghai, we will prepare the ground for our imminent China experience. Between Hong Kong and Saigon we will focus on Vietnam's complicated relationships with both China and the United States. As we near Singapore, we will switch the focus to China and the US in Southeast Asia. Similarly, sessions on China and the US in South Asia, Africa, and the Islamic world will precede arrival in Cochin, Cape Town, and Casablanca.

In addition to participating in daily classes, students will be expected to complete an average of approximately forty pages of assigned readings in advance of each class, as well as to view assigned films, some of which will be shown in class, others over the ship's internal TV network.

Based upon relevant onshore experiences and interactions, students will submit a paper of no fewer than 15 pages dealing with Sino-American relations, East Asian-American relations, or East Asian cultures in terms of "comparisons, contrasts, and interactions". Papers identical, or similar, to those in other SAS courses will not be accepted unless approval has been granted in writing by instructors of both courses.

Examples:

How does onshore experience expand upon, modify, or contradict the understanding of aspects of Sino-American relations presented through the EAST 3559 shipboard curriculum?

What insights into similarities and differences among Chinese, Japanese, and Vietnamese cultures do you gain from first-hand experience?

What are the different ways in which Asian cities reflect local adaptation to Western influence?

How do the understanding and practice of Christianity in China and Japan compare with each other and with the United States?

What perspectives on America's wars in Asia do you derive from visiting such sites as the atom bomb sites of Hiroshima, and the Museum of War Remnants in Saigon?

Students should submit via email a one-paragraph outline of their preliminary strategy for completing this assignment no later than February 19. This statement should be revised and resubmitted as plans evolve and change –as they inevitably will in the course of the voyage. The final paper should be submitted by email *no later than April 4*. The paper will be evaluated for originality, insight, and writing quality.

COURSE OBJECTIVES

This course seeks to convey an understanding of the interaction of two nations that occupy center stage at the beginning of the 21st century. One is the world's sole surviving super-power, the other the world's most populous state, now in the fourth decade of the longest sustained period of rapid economic development of any third world country. In spite of profound political and cultural differences, as the world's first and second largest economies, the two are interlinked and interdependent.

In addition to exploring diplomatic, military, and economic relations between China and the United States, we will take a close look at the more diffuse but equally important cultural, social, academic, and psychological interactions between their people. Through the dynamic interplay of Chinese-American team teaching and with first-hand onshore exposure to China and related Asian cultures, students should emerge from this course better able to understand the common interests and complexities that characterize Sino-US relations in an age of globalization.

REQUIRED TEXTBOOK

AUTHOR: Michael Schaller

TITLE: The United States and China: Into the Twenty-First Century

PUBLISHER: Oxford

ISBN #: 078-0-19-513759-0

DATE/EDITION: 2002 Third edition

TOPICAL OUTLINE

A-1 January 11

China and the US: A Study in Contrasts

Reading: Michael Schaller, *The United States and China: Into the Twenty-First Century*, ch. 1: pp. 1-25

A-2 January 13

Americans in China: 1784-1937

Reading: Schaller, ch. 2: pp. 26-48; Jonathan Spence, "Peter Parker: Bodies or Souls", in *To Change China*, pp. 34-56.

Film: PBS: *China: A Century of Revolution –Battle for Survival –1911-1936*

HILO

A-3 January 17

Images and Stereotypes

Reading: R. David Arkush and Leo O. Lee, eds., *Land without Ghosts* "Afterward" 299-303; Liang Qichao, 81-83, 89-95; "Gongwang, 145-150; "Jiejun" 227-233

Film: *Misunderstanding China*, part 1

A-4 January 19

Chinese in the US:I

Film: *Becoming American: The Chinese Experience* 1,2

A-5 January 23

Chinese in the US:II

Film: *Becoming American: The Chinese Experience* 3

A-6 January 25

The Japan Connection

Reading: Marcus Jacques, *When China Rules the World*, 46-69, 306-313; Susan L. Shirk, *China: Fragile Superpower, How China's Internal Politics Could Derail Its Peaceful Rise*, Chapter 6, 140-180.

YOKOHAMA/KOBE

January 27

Field Lab: A Day with the Anamis

February 1, noon Essay due: "Reflections on A Day with the Anamis". Submit online.
400-800 words.

A-7 February 1

Discussion: Preparing for China

Reading: *Cowboys and Dragons*, chs. 1-3 (pp. 5-35)

Quiz 1

SHANGHAI/HONG KONG

A-8 February 9

China and Vietnam: Looking North with Admiration and Trepidation

Reading: Brantly Womack, "Sustainable International Leadership: Lessons from the Sino-Vietnamese Relationship, 968-1885", excerpt; Brantly Womack, "The United States and Sino-Vietnamese Relations", excerpt.

Film: *Why Vietnam*

A-9 February 11

Vietnam, China, and the US: Friends and Enemies Near and Far

Reading: "The Indochina Tragedy" in James C. Thomson, Jr., & others, *Sentimental Imperialists*, 253-267; John Ernst, "Tutoring Democracy" in Philip West & others, *America's Wars in Asia*, pp. 233-241.

Film: *Cold War*, episode 11: Vietnam

Film (recommended): *Hearts and Minds*

HO CHI MINH CITY

A-10 February 19

The US and China in Southeast Asia

Readings: Carlyle A. Thayer, "The United States, China and Southeast Asia," *Southeast Asian Affairs*, 2011, pp.16-25; Joshua Kurlantzick, "China's Charm Offensive in Southeast Asia," *Current History*, September 2006, pp.270-76.

Paper proposal due. Submit online.

SINGAPORE

A-11 February 23

Same Bed, Different Dreams: Uneasy Allies in the Second World War

Reading, Schaller, chs. 3, 4, 5: pp. 49-104.

Film: PBS: *China: A Century of Revolution –Fighting for the Future –1936-1949*

RANGOON

A-12 March 2

Rude Awakening: Civil War, Liberation, Korea

Reading: Schaller, chs. 6-7:pp. 105-139

Films: *Misunderstanding China*, part 2; *Cold War*, episode 5: *Korea*

A-13 March 5

The US, China, and South Asia

Readings: S. Paul Kapur and SumitGanguly, “The Transformation of U.S.-India Relations: An Explanation for the Rapprochement and Prospects for the Future,”*Asian Survey*, 2007, 47:4, pp.642-56. J. Mohan Molik, “South Asia in China’s Foreign Relations,” *Pacific Review*, 2001, 13:1, pp.73-90.

COCHIN

A-14 March 13

Cold War: Images & Realities 1953-1969

Readings: Schaller, ch. 8: pp. 140-163; Theodore E.H.Chen, *Thought Reform of the Chinese Intellectuals*, 24-29, 56-58, 62-65. *Land without Ghosts: “Cold War Denunciation”*, 243-257; E.J. Kahn, *The China Hands*, ch. 1 (“How Do You Say That in Chinese?”), pp. 1-27

Films: *China: A Century of Revolution –The Mao Years –1949-1960*
Cold War, episode 6: *Reds*, first 25 minutes.

A-15 March 16

Nixon in China

Reading: Schaller ch. 9, pp. 164-184

Film, *Nixon’s China Game*

Quiz 2

PORT LOUIS

A-16 March 19

Getting to Know You: Official and Unofficial Interactions from Nixon/Mao to Reagan/Deng

Reading: Schaller, ch. 10: pp. 185-208

Reading(Chinese impressions of the US): *Land without Ghosts*: Fei Xiaotong, 271-279; Liu Binyan, 287-291; Li Shaomin, 295-298

Reading(US impressions of China): J. Israel, *Yunnan Journal* (1980), excerpts, pp. 1-15

Film: *China: A Century of Revolution –Born Under the Red Flag—Surviving Mao*

A-17 March 22

The Shadow of Tiananmen

Reading: Schaller, ch. 16, pp. 209-230

Film: Koppel, *Nightline: Tragedy at Tiananmen*

Film: *China: A Century of Revolution –Born Under the Red Flag—The Next Generation*

A-18 March 24

The US, China, and Africa

Readings: Xu Yi-chong, “China and the United States in Africa: Coming conflict or commercial coexistence”? *Australian Journal of International Relations*, 2008, 62:1, pp.16-37; Bates Gill, Chin-hao Huang, and J. Stephen Morrison, “Assessing China’s Growing Influence in Africa,” *China Security*, 2007, 3:3, pp.3-21; Peter Navarro, *The Coming China Wars.*, Chapter 5, pp. 59-75.

CAPE TOWN

A-19 April 1

Sino-US Relations in the 21st Century: Legacies of the Past

Reading: *Chinese Images of the United States*: Wang Jiasi, “From Paper Tiger to Real Leviathan”, 9-22; Feng Changhong, “How to View U.S. Strategic Thinking”, 33-42. John Garver, “The [former] Coming War with America,” *Journal of Contemporary China*, August 2003, Vol. 12, No. 36, p. 575-585. Richard Bernstein and Ross H. Munro, *The Coming Conflict with China*, “Introduction” (3-21), “Conclusion: Coping with China” (203-222); “U.S. model for a future war fans tensions with China”, all.

A-20 April 4

Sino-US Relations in the 21st Century: Prospects for the Future

Reading: *Chinese Images of the United States*: “Foreword”, vii-x, “Preface”, xi-xvi; Terrill E. Lautz, “The Mirror and the Wall”, 127-132; Anne E. Thurston, “Political Democracy in the American Political Imagination”, in *China in the American Political Imagination*, pp. 93-101.

Paper Due. Submit online.

TEMA (ACCRA)

A-21 April 11

When China Rules the World?

Reading: Martin Jacques, *When China Rules the World*, pp. 363-413

A-22 April 14

The US, China, and the Islamic World

Readings: Anne Hagood and Marc Ginsberg, "Disconnected Narratives between the United States and Global Muslim Communities," 2011 U.S.-Islamic World Forum Papers, the Saban Center at the Brookings Institution, pp.1-5; Lilian Greg Harris, "Xinjiang, Central Asia and the Implications for China's Policy in the Islamic World," *China Quarterly*, March, 1993, No.133, pp.111-29.

Joshua Kurlantzick, "China Lacks Focus in the Arab World, *The National*, April 1, 2011.

Link below and also saved in course folder:

<http://www.thenational.ae/news/world/asia-pacific/china-lacks-focus-in-the-arab-world-missing-a-mutual-opportunity#full>

CASABLANCA [April 18]

A-23 April 17 **Final Examination**

FIELD LAB

NB: The field lab will be a full day's activity for Sunday, January 27, our first day in Yokohama. Participation is a course requirement. Do not make any other daytime or evening plans for that date.. Once we have cleared immigration procedures, we will gather for an early lunch in a private dining room on board ship. With the assistance of a local escort, we will then proceed to the Anamis via public transportation. At the end of the program, we will return to the ship, as a group, via public transportation.

“A Day with the Anamis”

Nearly half a century ago, Ginny Stibbs, a New Orleans debutante, graduated from Scripps College in Claremont, California, and flew to Taiwan to continue her study of the Chinese language. There she met a young Japanese diplomat, Koreshige Anami. From 2001 to 2006, Ginny and her husband, *Ambassador* Koreshige Anami, presided over the Japanese Embassy in Beijing. There she renewed her friendship with John Israel, her Chinese history professor from Claremont.

In 2010 Ginny graciously agreed to host Professor Israel and group of Semester at Sea students for “A Day with Ginny Anami”. It was a memorable experience, imparting the experiences and insights of this remarkable woman, who had spent her adult life using tri-lingual, tri-cultural skills to promote international understanding. Ginny’s invitation prepared us for our visit to her home and neighborhood:

“Mitaka is a lovely suburb with lots of trees and cultural spots. The homes of two famous early 20th century Japanese authors are on my street as well as the atelier of the sculptor who did the Peace Statue in Nagasaki. My home is on Peace Street, so named because most of it was bombed in WWII. In my house, I can explain the traditional family altar, *ofuro* bath and the stories of my parents-in-law. Visitors will also see pictures of Chinese leaders with [Ambassador] Anami, which clutter our living room. We can talk of our long stays (altogether 12 years) in China. The station before Mitaka is Kichijoji, one of the hippest spots for young people. We will walk to Kichijoji through the Park and catch the street scene there and maybe wander into their big electronics store. Also, in the Park near my house is a temple and a shrine, where I could explain basics of Japanese Shinto and Buddhism.”

Now, three years later, “A Day with Ginny Anami” has morphed into a field lab for our Sino-US Relations course: “A Day with Ambassador and Mrs. Anami”. Together with this extraordinary couple, we will explore the important and thought-provoking interplay among Japan, China, and the United States – countries to which the Anamis have devoted their lives and careers.

FIELD ASSIGNMENT

Following the field lab, students will submit a 400-800-word online essay, “Reflections on a Day with the Anamis”, which will count for 20% of the course grade. The essay will be graded upon its originality and thoughtfulness. The essay is due at noon, February 1.

METHODS OF EVALUATION / GRADING RUBRIC

Course grades will be calculated according to grades in quizzes, (20%), the Field Lab essay (20%), the term paper (30%), and the final examination (30%).⁷

Grades may be adjusted upward or downward reflecting the frequency and quality of participation in classroom discussion.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows:

“On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”