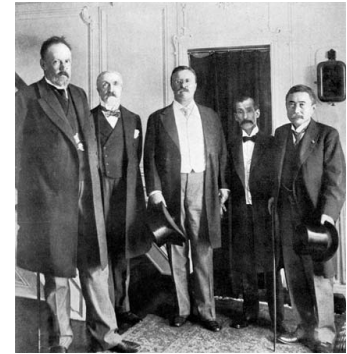




Pacific Rim Rivals: China, Russia, Japan, and the United States

Mondays & Wednesdays – 6-10pm – Open to All Levels (FR-SR)
Thomas B. Rainey, Ph.D. – raincart@comcast.net – Sem2 B2124
John Baldrige, Ph.D. - baldridj@evergreen.edu - Sem2 B2102

China has become a world power ambitious to expand its political and economic influence not only in Asia, but across the globe. China's commercial and political inroads in Africa are so great that some have called it *China's Second Continent*. Meanwhile, American policy makers have signaled a shift in U. S. vital interests from Europe and the Middle East to the Pacific Rim and East Asia. Already the United States and its Pacific allies are in conflict with a more aggressive and robust China over the control of the South China Sea.



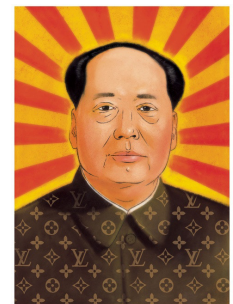
At the same time, Russia is testing the limits of its power not only in the European East, but through expansion of air and naval forces in the western Pacific region. Add to this Japan's recent "improbable military resurgence," and it is easy to conclude that a new era of conflict is at hand.

But viewed historically, the current Pacific rivalry is only the latest version of "great powers" politics that have deep roots in the aggressive and expansive policies of these nation-states, going back to the late nineteenth century. Knowledge of these ongoing rivalries will help us understand how regional international relations in the Pacific Rim have developed and how they might unfold--hopefully short of global war--but certainly with new socioeconomic and cultural consequences.



This program will explore the complex imperial international relations between the United States, Japan, China, and Russia in the twentieth century and the legacies of those conflicts and negotiations in today's world. How did these geopolitical rivalries help foment and shape the Chinese Revolution and the emergence of modern China as a global power? Is Japan seeking to recover some of its pre-war imperial might? How is Russia seeking to exert itself more than a quarter century after the collapse of the Soviet Union, and how is the United States reacting?

Against this background of ongoing imperial rivalries, we will examine in detail the history of Revolutionary China from 1911 and culminating with the Chinese Communist Revolution of 1949. We will also cover the global Cold War between China, the United States and the Soviet Union (Soviet Russia) and its impacts on national liberation movements in Southeast Asia and the emergence of China as an expanding world historical political economic power in the late twentieth century. This program will be of great interest to any students of history, geography, geopolitics, political economy, and anyone interested in Chinese, Russian, Japanese or American studies.



Credits may be awarded in Pacific Rim Geography, Geopolitics, History, and Academic Writing

“There must not and cannot be any conflict, estrangement or misunderstanding between the Chinese people and America.” - Mao Zedong

Required Texts (Everyone Reads):

“Ch. 10: Of Masters and Commanders,” *Pacific*, by Simon Winchester
The Origins of the Modern World, by Robert B. Marks
The Great Chinese Revolution, by John King Fairbank (split up over the quarter)
The Rising American Empire (selected chapters), by Richard Van Alstyne
The Clash, by Walter LaFeber
Red Scarf Girl, by Ji Li Jiang

Optional/Recommended Texts

Empire as a Way of Life, by William Appleman Williams (highly recommended but not required)

CLASS FORMAT

This program will be a mix of seminars, faculty presentations and workshops, and several film screenings. As a student-centered class, the responsibility lies with each program member to complete all readings and assignments *on time*, and to participate fully in seminar discussions and workshop activities. Academic research and writing will be at the heart of the program, and peer review and feedback will be part of that process.

SPRING QUARTER RESEARCH PROJECT

Students in this program will conduct their own research and write a 10-page academic research paper.

The paper will require at least eight (8) non-web sources, including at least three (3) primary sources, and will use the Chicago/Turabian Style for citations and references. A first draft will be due by mid-quarter, and writing workshops involving peer/faculty review and editing will be held during class times to assist with revisions.

SEMINARS AND CLASS PREPARATION

Seminars are, in essence, reading groups that discuss and analyze particular texts, and they will be a very significant part of our program. It is expected that you will have thoroughly and thoughtfully read the assignments prior to seminar. You should come prepared with questions and comments, ready to identify key themes and make assertions that are supported by specific passages in the readings.

SEMINAR “TICKETS”

Every week, for *each* assigned reading, program members are required to complete—and bring to class—a short written reflection. Each paper should be a well-written, concise essay that responds to the prompt(s), makes a clear assertion (or thesis) in your own words, and defends that assertion with properly quoted and cited evidence from one or more of our program texts. These weekly papers are an opportunity for you to demonstrate close, critical engagement with our readings, so do spend the time to make them polished—i.e., your *best* academic prose, coherently organized, and free of grammar and syntax errors. *Repeated patterns of grammar, usage, or syntax errors in class writings may lead faculty to require additional documented online self-study and self-testing, customized for a student’s particular writing needs.* Late papers may not be accepted or evaluated for credit.

PORTFOLIO

You are required to keep an organized portfolio. It will be turned on the final day of class and returned during your evaluation conference. The portfolio must be labeled and organized chronologically in the following order:

1. Syllabus and signed Program Constitution
2. Your detailed lecture and reading notes
3. Seminar "Tickets" (dated and in chronological order)
4. Workshop handouts with notes
5. Any/all readings downloaded from Canvas with any margin notes and/or highlighted passages of importance
6. Final Research Paper and Bibliography
7. All drafts of the Research Paper and Bibliography
8. Research notes and documents
9. A draft student self-evaluation (required for full credit)

A student evaluation of faculty is also required, submitted to the online system before evaluation conferences. You can keep this confidential until after your credits are posted (this is recommended).

EVALUATIONS

You will be evaluated based on the following criteria:

- Successful completion of all assignments, workshops, and other requirements
- Full attendance and excellent preparation for, and full participation in, all program activities
- The quality of ideas and the writing in your papers
- Demonstration of understanding of program content
- Adherence to the syllabus and the program constitution

Evaluation conferences will be held at the end of the quarter. *Credit is not the same as positive evaluation.* Students receive credit for fulfilling minimum requirements and standards. The evaluation is a statement describing the quality of the student's work. It is possible for a student to receive credit but receive an evaluation that describes poor quality work. It is also possible for a student to attend class regularly yet receive zero or reduced credit because of unsatisfactory performance.

EXPECTATIONS

The faculty members assume that students have well-rounded college-level skills in reading, writing, and math. In case of deficiencies in basic skills, students are expected to take advantage of on-campus resources, including the Writing Center and the QuaSAR. The faculty members do not assume that students initially will be conversant with critical terminology or special techniques for discussing the works to be assigned. It is assumed that, by the end of the program, students will have developed the ability to think, speak, and write effectively about the materials and themes of the program. Students are expected to fully participate in all aspects of the class, to thoroughly prepare for each class session, and to complete all assignments on time. Late assignments may not be evaluated. Attendance and being on time for class are essential. Unexcused absences, late, incomplete, or unsatisfactory completion of assignments or plagiarism will constitute grounds for loss of credit.

Faculty are expected to be prepared for lectures and class sessions, to provide a reasonable amount of feedback on assignments, to be available for consultation by appointment or set hours, and to provide a written evaluation of the student's overall work in the program. Please refer to the program covenant/constitution for further details.

ADDITIONAL INFORMATION

Access Services: If you are a student with a *documented disability* that requires arrangements, technology or expense to ensure full access to this program, please contact Meredith Inocencio in the Access Services Office (Library 2153 or 360-867-6348 or inocenc@evergreen.edu; website: <http://www.evergreen.edu/access/>). In order to make accommodations, your program faculty must be informed no later than the second week of the quarter *by the student and in writing from Access Services*.

Assignment Details: More detailed information on certain assignments will be found on separate handouts. These handouts will be distributed in class, but may also be downloaded from the program's Canvas site online. It is each student's responsibility to become familiar with the Canvas site and to find any documents that are lost or missing.

Standard English Usage and Style: The faculty strongly recommend that students refer to two excellent guides when drafting and editing writing assignments (both available online for free): *Common Errors in English Usage*, by Paul Brians; and *Elements of Style*, by Strunk & White. Students are expected to edit their writing before submitting it for credit, and to adhere to the norms of standard academic English.

On Critical Writing: Blaise Pascal once wrote a long, drawn-out letter to a friend, then apologized in the postscript that he didn't have time to write a short one. As your faculty, we subscribe to what Thomas Jefferson once noted: "the most valuable of all talents is that of never using two words when one will do." Clear, concise critical writing requires time, reflection and effort.

Pacific Rim Rivals

SPRING 2017 TENTATIVE SCHEDULE: This schedule is **subject to change** to better meet the needs of program participants, including the addition of and/or alteration of readings and noted class activities. Students are **required** to check the CANVAS site every Friday by 5 pm to confirm scheduling and assignments for the week ahead. We may adjust some of our content as the quarter progresses.

	CLASS DATE AND ACTIVITIES	READINGS & ASSIGNMENTS DUE
Week 1	Monday <ul style="list-style-type: none"> Lecture: The Capitalist World System and Chinese Exceptionalism, 1800-1914 (Tom) Presentation/Discussion: Program workload expectation, Liberal Arts Education & Evergreen 	<u>Handout and discuss:</u> Syllabus, Covenant, Calendar, and other program documents.
	Wednesday <ul style="list-style-type: none"> John on “What is Geography? What is History?” Mapping and Timeline Workshop I Seminar on Winchester, Ch. 10 and Marks, Intro and Ch. 1 	<u>Read:</u> Winchester, “Of Masters and Commanders”; Marks, <i>The Origins of the Modern World</i> , Introduction and Chapter 1 <u>DUE:</u> Seminar “Ticket”
Week 2	Monday <ul style="list-style-type: none"> Lecture: The Capitalist World System and the “New” Imperialism, 1880-1914 (Tom) <i>Rashoman</i> 	<u>Read:</u> Marks, <i>The Origins of the Modern World</i> , Chapters 2-3 <u>DUE:</u> Sample of your best previous academic writing
	Wednesday <ul style="list-style-type: none"> Research Paper Introduction Library Orientation Book Seminar 	<u>Read:</u> Marks, Chapters 4-6, Conclusion; Fairbank, <i>The Great Chinese Revolution</i> , Chapters 1-4 <u>DUE:</u> Seminar “Ticket”
Week 3	Monday <ul style="list-style-type: none"> Lecture: Decline of China: Taiping Rebellion, the Sino-Japanese War, and the Failure of Reforms, 1850-1900 (Tom) Current Affairs Roundtable #1 	<u>Read:</u> Fairbank, Chapters 5-9 <u>DUE:</u> Current Affairs Articles with written summary/comparison
	Wednesday <ul style="list-style-type: none"> Book Seminar John: Writing Lecture (citation/references, quotations, theses, and organization strategies) Pre-writing workshop 	<u>DUE:</u> Seminar “Ticket”; Research paper proposal with draft thesis & initial sources list
Week 4	Monday <ul style="list-style-type: none"> Lecture: The Meiji Restoration in Japan and the Origins of Japanese-American Imperial Rivalry in the Pacific (Tom) TBD 	<u>Read:</u> LaFeber, <i>The Clash</i> , Chapters I-III
	Wednesday <ul style="list-style-type: none"> Book Seminar <i>The Last Emperor, part 1</i> 	<u>Read:</u> Van Alstyne, Chapters I, IV-VI, VIII-X <u>DUE:</u> Seminar “Ticket”

Week 5	Monday <ul style="list-style-type: none"> Lecture: The First Chinese Revolution, Japanese Invasion, and Imperial Rivalries in the Pacific, 1911-41 (Tom) <i>The Last Emperor, part 2</i> 	<u>Read:</u> Fairbank, Chapters 10-13
	Wednesday <ul style="list-style-type: none"> Book Seminar Mapping & Timeline Workshop II 	<u>Read:</u> La Feber, Chapters IV-VI <u>DUE:</u> Seminar “Ticket”
Week 6	Monday <ul style="list-style-type: none"> Lecture: The Pacific War, Civil War in China, and the Second Chinese Revolution, 1941-49 (Tom) <i>China: a Century of Revolution</i> 	<u>Read:</u> LaFeber, Chapters VII-IX; Fairbank, Chapter 14
	Wednesday <ul style="list-style-type: none"> Book Seminar Current Affairs Roundtable #2 	<u>DUE:</u> Seminar “Ticket”; Current Affairs Articles with written summary/comparison
Week 7	Monday <ul style="list-style-type: none"> Lecture: Mao’s Revolutions: Creation of the State, the Great Leap Forward, and the Cultural Revolution (Tom) <i>China: a Century of Revolution</i> 	<u>Read:</u> Fairbank, 15-17
	Wednesday <ul style="list-style-type: none"> Book Seminar Writers’ Workshop 	<u>Read:</u> Ji Li Jiang, <i>Red Scarf Girl</i> <u>DUE:</u> Seminar “Ticket”; Full Draft of Research Paper
Week 8	Monday <ul style="list-style-type: none"> Lecture: Contours of Japanese-American Relations, 1945-Present (Tom) <i>China: a Century of Revolution</i> 	<u>Read:</u> LaFeber, Chapters X-XII, Conclusion
	Wednesday <ul style="list-style-type: none"> Book Seminar Mapping & Timeline Workshop III 	<u>DUE:</u> Seminar “Ticket”
Week 9	Monday <ul style="list-style-type: none"> Lecture: Deng Xiaoping and the Course of State Capitalism in China, 1974-Present (Tom) 	
	Wednesday <ul style="list-style-type: none"> Book Seminar <i>Years of Living Dangerously</i> Episode 8 	<u>Read:</u> Fairbank, Chapters 18-19 <u>DUE:</u> Seminar “Ticket”
Week 10	Monday <ul style="list-style-type: none"> Faculty Summative Remarks: What about Chinese American Relations Now? (Tom and John) Portfolio Reminders & Self-Evaluation/Academic Statement Workshop 	<u>Read:</u> TBD <u>DUE:</u> TBD
	Wednesday <ul style="list-style-type: none"> Pot Luck & Program Review 	<u>DUE:</u> Final Portfolio
	EVALUATION CONFERENCE WEEK	Evaluation Conferences