POLITICAL SCIENCE 256

THE POLITICS OF ASIA: The Awakening of a Continent

SAINT LOUIS UNIVERSITY
Spring 2014
Schedule: TR 9:30-10:45 AM
234 Xavier Hall

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DESCRIPTION

Quite simply, the course objective is to provide the student with a greater understanding of Asia. There are at least three reasons for the importance of this understanding. First, without some background to the “mysteries of the East,” the mystery (by which I mean ignorance) can always remain, however many years and numbers of experience and travels of Asia one might have. Second, for students of comparative politics, a study of Asia will give them an empirical grounding in which to test the theories and approaches of the field. Finally, in my estimation, Asia is the awakening giant of this planet. Just as the nineteenth was the century of the Pax Britannica and the twentieth an hundred years of American hegemony, the twenty-first century will increasingly move to Asia as its central arena. With the future belonging to those who correctly anticipate, an understanding of this continent “ahead of time” will hold you in good stead with your generational peers.

Specifically, the course examines the themes of the traditional order and its collapse and persistence in the face of the imperial onslaught of the West; the development of Asian nationalism out of this colonial legacy; and the clash between radical Marxist revolution and liberal Democratic evolution in Asia’s quest for its own authentic modernization. These three themes will be explored in the setting of Asia’s three subregions of East Asia, Southeast Asia, and South Asia through the four country representatives of China, Japan, Vietnam, and India. Students will acquire a further familiarity with two other countries of their choice through the medium of two country papers.

In addition to learning about the three subregions of this continent, a basic purpose of this course is the pursuit of the question: Is there such a thing as Asian-ness? There are very few courses in academia on Asia as a whole. Instead, courses typically divide the continent into subregional surveys. An unsettling backdrop to this investigation, then, is the quandary as to whether the course is valid. I think it is, and one of the core texts (Lucian Pye’s) is dedicated to defending this proposition, but students are entitled to develop their own perspective as the course progresses.

The course will generally consist of a weekly diet of two lectures interspersed with some class discussion. The purpose of the discussion portions is to clear up questions from the lectures, to ensure that the readings are integrated into the course, and to solicit student reactions to various concepts presented in class.
The professor comes to SLU after a long career at Duke University, and most recently (and briefly) at the US Military Academy at West Point. He grew up in India on the mission field and later served two tours of duty in the army on the “battlefields” of Vietnam. Actually, I was in “intelligence,” so my combat was largely cerebral. Courses in international relations, Asian politics, international security (the study of war), the politics of the future, and graduate level seminars on asymmetric warfare, the political thought of Asia, and theories of world politics have been his main staples in the classroom. His research has focused on the lessons of the Vietnam War in terms of modernization theory, military strategy, and political legitimacy as they relate to a series of comparable cases. This focus on legitimacy identifies the professor as a political culturalist (now it is called constructivism), as opposed to an institutionalist, in terms of his scholarly commitments and approach to teaching this course. He is currently working on a book on the two-ended politics (global and regional) of military intervention in the Post-Cold War Era. He has just finished a memoir on his service in Vietnam, The Vietnam War From the Rear Echelon, which was published by The University Press of Kansas in September, 2011. At this juncture, he and Professor Jim Scott of the English Department are working on feature-length movie on this book with an Indie Film Producer.

Dr. Lomperis also directs the Asian Studies Concentration, for which this course serves as an introduction. He will be happy to discuss this program with any interested students.

ACADEMIC HONESTY

Saint Louis University takes the issue of academic honesty seriously. Please read the following statement of university policy carefully:

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to the instructor and will be investigated and adjudicated according to the Policy on Academic Honesty of the College of Arts and Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from the University.

STUDENTS WITH DISABILITIES

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills/challenges, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

--Course-level support by asking your course instructor.
--University-level support (e.g. tutoring, writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries.

Course instructors support student accommodation requests when an approved letter from Disability Services has been received, and when students discuss these accommodations with the instructor after receipt of the approved letter.

LEARNING OUTCOMES

These are attached at the end of the syllabus. Please note that these are outcomes to be achieved when you graduate. We will briefly discuss expectations more specific to an introductory course like this one.

OTHER ITEMS

Two quick matters: first, because of the time of day, I want to stress that, while you may bring water and other non-potent fluids to class, please do not eat during class. It is distracting, and arouses envy amongst those of us who are momentarily starving.

Second, e-mail messages are for short queries or for information (such as missing a class). If something requires longer than a paragraph response, see me in my office.

TEXTS

The following books are to be acquired for study in this course:

**General Texts:**

**East Asia:**
*Dean Collinwood, ed., Japan and the Pacific Rim, 11th ed. (2013).*

**Southeast Asia:**
(TWO COPIES ON RESERVE AND AVAILABLE AT AMAZON.COM)

**South Asia:**
*Ramesh C. Dhussa, ed., India and South Asia, 10th ed. (2012).*

*In addition to assigned readings in the syllabus, taken together the Collinwood and Dhussa volumes have profiles of every Asian country, and they have compiled an impressive list of Internet sites to start your country report research. With the exception of
Collinwood and Dhussa, all the remaining texts are also available in the Pius Library Reserve Reading Room on two-hour closed RESERVE.

GRADE

The course grade will be derived from the following: Country Report I (8-10 pages), Midterm Exam, Country Report II (8-10 pages), class participation, and a Final Exam. The participation grade will be drawn from class attendance, response to questions, and demonstrated engagement with the readings. For your overall grade, you may choose from one of two options:

**Option One:**
- Paper I (8-10 pages): “Sources and Strength of National Identity” 25%
- Midterm Examination
- or
- Paper II (8-10 pages): “Development Dilemmas: Progress and Prognosis” 25%
- Class Participation 10%
- Final Examination 40%

**Option Two:**
- Paper I (8-10 pages) 17%
- Midterm Exam 17% Plus 2% extra weight for best of the three
- Paper II (8-10 pages) 17%
- Class Participation 10%
- Final Exam 40%

103%

There are a few points to note about these options. First, no make-up Midterms will be given (except for a university-excused absence). Thus, if people miss the Midterm, their only recourse is to write the second paper. In effect, absence from the Midterm forecloses Option Two. Second, the intent of Option Two is to afford students the chance to cushion the blow of a disappointing performance on either the first paper or Midterm by having it count less because of the second paper. Since this second option involves more work, it offers the incentive of having the two papers and Midterm count more, making for an overall total of 103%. It is, then, a bonus option. Third, for those students who choose Option One, they should still read up on a second country for use on the Final Exam. Whichever the option selected, students taking this course for Honors credit must write both papers.

To briefly explain the participation grade, it is based on a combination of attendance, some comments, and insightful observations. Thus, each class has three potential points: one for plain attendance, one for some engagement, and one for unusual engagement. Three point classes are relatively rare. Very occasionally, I give negative points for disrespectful behavior, such as rudeness to fellow students, sleeping in class, or
reading other materials in class and/or **surfing on the Internet**. Students who become vulnerable to negative points will be warned so that they can be avoided. If students have valid reasons for being absent (athletic trips or other university-sponsored travel, illness [just your word of honor], family emergencies, etc.) may get credit for being in class, as long as I am notified in advance. But students still need to come to class to get those second and third points. The bottom line is that attendance and participation count in this course.

Finally, regardless of the option, the grading scale for the course is a straight 90 to 100 for an A, 80 to 89 for a B, 70 to 79 for a C, and 60 to 69 for a D. I give *minus* grades as well as plus grades. The plusses go from 7 to 9 of each decile, and the minuses from 0 to 2.

Paper assignment sheets and a general paper guide explaining the Country Papers will be handed out separately. **Papers must be turned in on hard copy, not by email transmission.**

**SCHEDULE**

**I. THE TRADITIONAL ORDER AND ITS ENOUNTER WITH THE WEST**

Week # 1 (Jan 14, 16)

**Course Introduction**
Reading: None.

**Overview of the Continent**
Reading: Collinwood, pp. 3-16
Simone, Ch. 1
Pye, Chs. 1, 2 (*just skim*).

Week # 2 (Jan 21, 23)

**China’s Imperial Order**
Reading: Schoppa, Chs. 1, 2 (pp. 25-35).

**China Confronts the West**
Reading: Schoppa, Ch. 2 (pp. 35-49) and Ch. 3.

Week # 3 (Jan 28, 30)

**Japan’s Place**
Reading: Collinwood, pp. 26-46
Schoppa, Chs. 5, 6.

**Legitimacy in Southeast Asia**
Reading: Pye, Ch. 4
Schoppa, Ch. 4.
Week # 4 (Feb. 4, 6)

**India’s Persistent Cosmic Order**
Reading: Dhussa, pp. 3-29
Wolpert, pp. 1-43, Ch. 3, & pp. 110-125
Pye, Ch. 5.

**The British Raj**
Reading: Wolpert, pp. 43-53

II. THE COLONIAL LEGACY AND NATIONALISM

Week # 5 (Feb 11, 13)

**Nationalism**
Reading: Pye, Ch. 2 (re-read)
Lomperis, pp. 26-33
Simone, Chs. 2, 3 (pp. 66-75).

**China: Republican Fascism**
Reading: Schoppa, Ch. 9.

Week # 6 (Feb 18, 20)

**China: Mao’s Long March and People’s War**
Reading: Schoppa, Chs. 12 (pp. 283-296), 13 (pp. 311-322).
Simone, Ch. 6 (pp. 268-74)
Lomperis, pp. 107-119, 133-137.

**Japan: The Violent Adolescent**
Reading: Schoppa, Chs. 7, 10, and 12 (pp. 298-310)
Simone, Ch. 6 (pp. 264-268).

*** COUNTRY REPORT I-- DUE FEB 20th***

Week # 7 (Feb 25, 27)

**Vietnam: Nationalism Gone to Marx**
Reading: Lomperis, pp. 22-54, and100-104
Schoppa, Ch. 11 (pp. 257-267).

**Swaraj and Indian Democracy-I**
Reading: Dhussa, pp. 28-34.

Week # 8 (Mar 4, 6)

**Swaraj and Indian Democracy-II**
Reading: Same as above.

MIDTERM EXAM: MARCH 8TH

### ### SPRING BREAK—MARCH 10-14 ###
III. MODERNIZATION: REVOLUTION VS. DEMOCRACY

Week # 9 (Mar 18, 20)

Theories of Modernization-I
Reading: Pye, Chs. 1, 2 (re-read); Chs. 11, 12 (reflect).

Theories of Modernization-II
Reading: Simone, Chs. 4, 5.

Week # 10 (Mar 25, 27)

Modern China to the Cultural Revolution
Reading: Schoppa, Ch. 13 (pp. 333-338).

The Cultural Revolution
Reading: Schoppa, Ch. 13 (pp. 322-333).

Week # 11 (Apr 1, 3)

China’s Revolutionary Aftershocks
Along the Capitalist Road
Reading: Schoppa, Ch. 17

Japan, Inc.?
Reading: Schoppa, Ch. 14.

Week # 12 Apr 8, 10)

Japan as Asia’s Future?
Reading: Schoppa, Ch. 18. Collinwood, # 9.

The Vietnam War: Saigon vs. Hanoi
Reading: Schoppa, Ch. 16. Lomperis, pp. 55-104, 130-176.

Week # 13 (Apr 15, 17)

Southeast Asia After the War
Reading: Pye, Ch. 8(236-247) Collinwood, # 16

NO CLASS (Easter Break, Apr. 17-21)

*** COUNTRY REPORT-II-- DUE APR 15TH***
Week # 14 (Apr 22, 24)

India: Democracy Under Pressure
Reading: Dhussa, pp. 20-28.
       Wolpert, pp. 133-146, 192-215.

India: “In Pursuit of Lakshmi”
Reading: Dhussa, pp. 36-50,
       # 1, #9.

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Week # 15 (Apr 29, May 1):

The Giant Awakens:
Asia in the 21st Century: discussion
Reading: Simone, Chs. 7, 8
       Collinwood, #1, 2
       Schoppa, Ch. 20.

Course Reprise: Geostrategic Asia
Reading: Pye, re-read Chs.
       3-5, 11, 12.

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*** FINAL EXAM AS SCHEDULED—TH, MAY 8th, 8:00-10:00.***