

S.95-66

*Amended by
Senate
4/12/95*

SIMON FRASER UNIVERSITY

OFFICE OF THE VICE-PRESIDENT, ACADEMIC

MEMORANDUM

To: Senate

From: D. Gagan, Chair *David Gagan*
Senate Committee on Academic Planning

Subject: Asia-Canada Program

Date: November 8, 1995

Action undertaken by the Senate Committee on Undergraduate Studies and the Senate Committee on Academic Planning gives rise to the following motion:

Motion:

"That Senate approve and recommend approval to the Board of Governors, the proposed Asia-Canada Program as set forth in S.95-66, including

Proposed Minor or Extended Minor Program

New courses:	ASC 101-3	Introduction to Asia-Canada Studies I
	ASC 102-3	Introduction to Asia-Canada Studies II
	ASC 201-3	Introduction to Japanese Culture and History
	ASC 300-3	Asians and North Americans in Public Discourse
	ASC 301-3	Asia-Canada Identities: Experiences and Perspectives
	ASC 303-3	Selected Topics in Japanese Studies The Political Economy of Japan
	ASC 400-3	Senior Seminar on Asia-Canada Relations
	ASC 401-3	Directed Studies

In all cases agreement has been reached between the Faculty and the Library in the assessment of library costs associated with new courses

For Information:

Acting under delegated authority of Senate, SCUS has approved the following revisions as detailed in SCUS 95 - 15 b:

Course changes: From GS 201-3 to ASC 200-3; GS 251-3 to ASC 202-3;
 GS 311-3 to ASC 302-3

Proposal for An Asia-Canada Program
at
Simon Fraser University

I. General Information

1. Title of program:

The Asia-Canada Program.

2. Credential to be awarded to graduates:

A Minor or Extended Minor Program.

3. Faculty or school, department or unit to offer the program:

The Asia-Canada Program will be housed in the Faculty of Arts and will be designed to complement and enhance existing Asia-Pacific initiatives within the University.

4. Date of Senate approval:

The Asia-Canada Program was granted approval in principle by the Senate Committee for Academic Planning, on October 27, 1993.

5. Schedule for implementation

The Program will be developed gradually over the next few years as resources permit, will combine present and some new resources to bring together language courses, a small number of interdisciplinary core courses, and new and existing courses in regular departments.

II. Program Description and Related Matters

1. Objectives of the proposed program:

The program is founded on belief in both the importance and the complexity of intercultural understanding and trans-Pacific relations. British

Columbia, most especially in Vancouver and its suburbs, is transparently undergoing a major demographic shift, through which the legacy of Asian cultures will be increasingly important to the experience of all its citizens. At the same time, there is rapid growth in economic opportunities for Canada across the Pacific, which partially reflects shifting relations of economic power. These two phenomena are related in both obvious and subtle ways. For Canadians of Asian ancestry, issues of identity -- of differentiation and connectedness -- take complex forms. For all Canadians, the perception of Asian nations and peoples is mediated by the history of receptivity and resistance to Asian influences. Intercultural understanding involves opening one's own perceptual boundaries to other perspectives, but it also involves a movement away from the insularities of difference.

2. Relationship of the proposed degree to the role and mission of the university:

Under the circumstances of our times, intercultural understanding is both a humane endeavour and a pragmatic accommodation. It is also an effort in which not all the answers are obvious, and in which a variety of interests and allegiances are at stake. Moreover, discovery of the most beneficial forms of our collective diversity, both in Canada and internationally, is still in process. It is a process that can legitimately draw upon the insights and methods of numerous disciplines, including at the least sociology, anthropology, political science, linguistics, economics, business, communication, literature and the arts. A program which has the capacity to serve the interests and to enlarge the horizons of students, to advance the Canadian economy, and to encourage the interdisciplinary investigation of important social issues is one way this university can serve our changing society.

No university in Canada is as well suited to develop a program which integrates the consideration of contemporary economic issues such as trade, immigration and international development with the study of cultural contexts and social issues in both Canada and Asia. The fact that we have no established Asian Studies program gives us the opportunity to take a new and integrative approach based on contemporary issues. In the absence of a formal program, substantial research and teaching resources have developed across the University. Every faculty of the University participates in Asia-Pacific initiatives, and most Arts departments already have courses relating to the program as it is conceived. At the same time, we have not done well in providing our students, an increasing proportion of whom are of Asian heritage, with focused opportunities to learn about Asian nations and cultures, or to broaden their understanding of Asian-Canadian relations. As a university located at the edge of the Pacific, we need to take a stronger and more visible approach, in both our teaching and research functions, toward recognizing the importance of linkages between Asia and Canada.

3. List and brief description of existing programs at the other institutions related in content and similar in objectives to the proposed program:

The Asia-Canada Program will differ from more traditional Asian Studies programs such as that at the University of British Columbia (cf. Appendix "A"), and from other innovative Asian and Pacific regional studies programs such as that at the University of Victoria, in that it will attempt to provide focus not only on the Asia Pacific region itself, but also on contemporary interactions across the Pacific. Its distinctiveness will consist in its extending of attention to the experience of Asian ethnicities in Canada as well as to the challenges and opportunities of Canadian relations with peoples and institutions in Asia. The proposed Minor Program in some respects will resemble the Undergraduate Certificate and Minor Programs offered at California State University, Long Beach (cf. Appendix "B"), although there will be more emphasis on the Asian Canadian experience in the context of Canada-Asia relations. (Appendix B available from Secretary of Senate)

4. Indication of how the proposed program will:
 - (a) either complement existing similar programs within the institution or at the other institutions, or
 - (b) be distinct from other programs in the field at other institutions:

(a) A Minor Program will complement majors in various departments such as Political Science, Economics, Sociology and Anthropology, and the Centre for the Contemporary Arts, allowing a student to acquire basic competence in Asian languages and cultures in addition to their major subject.

(b) The linking of Asian language and area studies to Canada-Asia relations, including the experience of Canadians with an Asian heritage, makes this program distinct, not only within this province, but within Canada.

5. Curriculum: courses directly identified with the program:

A viable program of this kind can be formed from courses of four basic kinds: language courses, interdisciplinary core courses, courses in other departments, and international experience. The first step in curriculum development is to introduce a fairly openly structured Minor or Extended Minor program which will enable students to receive formal knowledge of a concentration in the area. Such a Minor requires some language study, some interdisciplinary core courses and a selection of other courses. Thereafter, additional curricular options may be developed as resources permit and demand requires. The program aspires to develop a significant presence in the University, both in its own right and through its support of related efforts in other departments and faculties. It is possible that a highly focused graduate program could eventually emerge, perhaps one that would have particular appeal to international students.

6. For professional degrees: evident of formal consultation with the professional organizations or licensing agencies which accredit programs of the type proposed:

N/A

7. For professional degrees: if the university already offers a program at another level in the same field, evidence that the existing program is accredited by the professional organization:

N/A

8. Details of consultation with non-university agencies such as likely employers, trade groups, etc.

Several hundred lower mainland companies have sent their employees to study East Asian Language and Cross-Cultural Communication (non-credit) courses over the past five years at the SFU Harbour Centre campus. This has happened because the companies need the language and cross-cultural competence in their work.

III. Need for Program

1. Indication of cultural, societal or professional needs the program is designed to meet in addition to the objectives, already mentioned:

The Asia-Canada Program will actively promote opportunities for international experience for its students. SFU has developed a highly successful (self-financed) field school model which has run for a number of years at Jilin, China, and has more recently been extended to Thailand, with others under development. Field schools can provide an extraordinary enrichment of the study of foreign cultures and should become a prominent feature of the Asia-Canada Program. They can also provide an introduction to more specialized areas, such as development studies, which the program will not cover comprehensively. Student exchanges are another means whereby relatively limited curricula and programs with excellent universities in Asian countries are now in place, with others in process. The program will promote the continuation of a small number of successful and active exchanges. From its inception the program will also foster international co-op placements, building on efforts currently underway in the Arts Co-op program in conjunction with the active initiatives in Applied Sciences.

2. Enrollment:

- (a) Evidence of student interest in the program (written enquiries, etc.)
- (b) Enrollment predictions, indicating the proportion of new and transfer students (program's impact on the total university enrollment)
- (c) Evidence (other than (a)) to support enrollment estimates
- (d) Proposed growth limits and minimum enrollment:

Aspects of the program will appeal to a variety of undergraduate interests: some of its students may emphasize career preparation involving Pacific Rim interaction; students of Asian heritage may wish to develop a fuller understanding of their own complex cultural contexts; others may wish to understand more about the cultural diversity of British Columbia, or to satisfy their intellectual interest in Asian countries and cultures. The program will be designed to complement and enhance existing Asia-Pacific initiatives within the university. Student interest in Asia-related programs across the country has been so great that SFU is one of the few major Canadian universities that does not yet have some form of Asian Studies program among its undergraduate program offerings.

There is ample statistical evidence of student interest in Asian language and culture courses at SFU. The following chart shows Student Enrollment and Demand for Japanese and Chinese Language and Culture Courses at SFU, 90-3 to 95-1:

<u>Course</u>	<u>Semester</u>	<u>Actual Enrollment</u>	<u>Requests</u>
CHIN 100	90-3	29	33
	91-1	40	52
	91-3	40	47
	92-1	23	0
	92-3	33	5
	93-1	40	2
	93-3	43	5
	94-1	31	25
	94-3	47	36
	95-1	29	73
CHIN 101	90-3	12	14
	91-3	20	25
	92-1	23	0
	92-3	19	3
	93-1	32	12
	94-1	43	20
	95-1	44	26

CHIN 151	91-3	20	62
	94-3	45	88
CHIN 201	90-3	10	13
	92-1	20	0
	92-3	17	10
	93-3	17	15
	94-3	23	2
CHIN 202	91-1	13	12
	92-3	10	1
	93-1	10	0
	94-1	15	11
	95-1	22	5
GS 251 (Studies in Chinese Culture)	91-1	17	30
	94-3	22	18

JAPN 100	90-3	23	251
	91-3	41	267
	92-2	21	156
	92-3	23	317
	93-2	38	198
	93-3	62	411
	94-2	46	173
	94-3	115	273
	95-1	67	277
JAPN 101	91-1	20	31
	92-1	30	0
	93-1	18	0
	93-3	13	1
	94-1	29	0
	95-1	70	9
JAPN 250	95-1	22	14

SFU's (self-funded) China Field School, which integrates language and cultural studies, has been well-subscribed and highly praised for a decade now. More recently, our (self-funded) student exchange programs initiated with universities in Japan, Korea and Hong Kong have been well-received by students.

Further evidence of interest in Asian language and cultural studies within the business and professional communities is found in the enrollment statistics from the Canada Program in East Asian Languages and Cross-Cultural Communication, which has been offered since 1989 by the David Lam Centre for International Communication at SFU's Harbour Centre Campus: over the past five years, more than 1,500 registrants have taken basic and intermediate courses in Chinese, Japanese and other Asian language/culture studies (cf. Lam Centre Annual Reports).

IV. Present and Projected Resources

1. Administrative personnel (to be hired or reassigned):

A national/international search resulted in the hiring of three faculty members: a Japanese Studies faculty member; a Chinese Studies faculty member; and a Japanese Language Instructor and a Limited Term Chinese Language Instructor. The Chinese Studies faculty member will not be brought on board until January of 1996. There may be opportunities to support one or more endowed Chairs through development efforts. For the foreseeable future, any new faculty positions will be joint appointments with established disciplines, although the Director might have a primary focus on the program for a time.

2. Faculty, including T.A.'s and R.A.'s (to be hired or reassigned):

There are a number of present faculty who have the competence and interest to teach in the program. Except for small numbers of faculty who may be seconded to develop and initiate the teaching of interdisciplinary courses, the expectation of current faculty should be primarily to teach related courses in their own departments. By working co-operatively with other departments across the University it should be possible for the program to establish a significant presence and influence at a relatively small direct cost in instructional resources. Some additional funding for sessionals and secondments will be required.

3. Library resources (existing and proposed):

It is not feasible to develop a comprehensive collection in Asian Studies that would rival that of UBC. It will be important to build our current collection in two ways: first, by filling out current materials in areas most relevant to the program concept. Thereafter, the library collection should be augmented as courses are developed.

4. Capital costs attributable to the new program (classroom, labs, office, etc.):

Language instruction could be conducted as at present, but will be greatly facilitated by the development of a Computer Assisted Language Laboratory, which is being planned as part of a new Language Centre.

5. Indication of anticipated external funds:

An important aspect of the program's feasibility is that it will rely on co-operation with academic departments and existing services of the University, including most obviously the David Lam Centre, but also the Office of International Co-operation, the Centre for International Students and Continuing Studies. The Asia-Canada program should by no means be the sole agency in promoting Asian connections, but should give visibility and leadership to much that we already do.

The Japan Foundation will fund one-half of the Japanese Studies position for a period of three years. The Tanaka Foundation will fund one-half of the Japanese Language position for a period of three years. A donation of twenty thousand dollars to advance the objectives of the Asia-Canada program has been accepted from the law firm of Alexander, Holburn, Beaudin & Lang. Ten thousand is to be used this year, and the remaining ten thousand the second year of the program.

V. Phase-in of the Program

Given existing courses and resources the first phase of the program will be a minor program that includes courses for the program, a small number of electives, and two years of language instruction in Japanese and Chinese. As resources become available, other areas and languages will be added to the program and 300 and 400 level Japanese and Chinese language courses will be added. A series of joint major programs will be developed once the minor is in place.

In addition to the program itself, the Asia-Canada faculty will be responsible for organizing the China Field School and for directing the Certificate in Chinese Studies which will become part of the Asia-Canada Program. Other field schools will be added with Japanese as the next addition.

VI Governance

There will be a steering committee made up of all faculty with joint or full appointments and all language lecturers teaching in the program. A Director appointed by the Dean will be responsible for administration of the program on the advice of the steering committee.

B) Calendar Entry

Asia-Canada Program

The Asia-Canada Program offers students the opportunity to investigate the connections between contemporary Canadian society and culture and that of a variety of Asian countries. Part of the program is a study of one or more Asian languages. The goal of the program is to introduce students to the economic, social and cultural connections between Asian countries and Canada.

Admission

There are no special admission requirements but students must normally apply and declare the Minor Program no later than the 60th credit of study is accumulated. Students planning to enter the program should take note of the benefits of early beginning in language study, and are encouraged to consult the program advisor about the nature of the program as early as possible.

Lower Division Course Requirements

At least 21 semester hours of credit including:

ASC 101-3	Introduction to Asia-Canada Studies I
ASC 102-3	Introduction to Asia-Canada Studies II

one of

ASC 200-3	Introduction to Chinese Culture (formerly GS 201)
ASC 201-3	Introduction to Japanese Culture
ASC 202-3	Studies in Chinese Culture (formerly GS 251)

and at least 12 credits from one of the following languages:

Chinese Language	101-3, 102-3, 201-3, 202-3
Japanese Language	100-3, 101-3, 200-3, 201-3

Optional courses:

HIST 252-3	The Emergence of Modern China
SA 275-4	China: Sociological/Anthropological Perspectives
SA 203 - 4	Comparative Ethnic Relations

Upper Division Course Requirements

At least 18 semester hours of credit including at least one of:

ASC 300-3	Asia-Canada Discourse (pre-requisite ASC 101, 102)
ASC 301-3	Asia-Canada Identities: Experiences and Perspectives (pre-requisite ASC 101, 102)

plus:

ASC 400-3	Senior Seminar in Asia-Canada Relations (Pre-requisite ASC 300)
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The remaining to be drawn from:

ASC 302-3	Selected Topics in Chinese Studies (formerly GS 311) (pre-requisite ASC 200 recommended)
ASC 303-3	Selected Topics in Japanese Studies (pre-requisite ASC 201 recommended)
ASC 401-3	Directed Studies
CMNS 346-3	International Communication
POL 335-3	Government and Politics: China I
POL 336-3	Government and Politics: China II
POL 381-3	Politics and Government of Japan I
POL 382-3	Politics and Government of Japan II

or other courses identified by the Steering Committee as having significant Asia-Canada content may be counted towards requirements in this category.

GENERAL MATERIALS REQUIRED FOR THE ASIA-CANADA PROGRAM

REFERENCE MATERIALS (* means "not available at SFU)

Global Studies, published by the Dushkin Publishing Group, Inc., Guilford, CT:

China [DS706 O45 1991]

**India and South Asia* (ISBN 1-56134-113-4)

**Japan*, 2nd ed. (ISBN 1-56134-225-4)

Hsu, Robert C. *The MIT Encyclopedia of the Japanese Economy*. Cambridge, MA: The MIT Press, 1994. [HC462.9 H73 1994]

*Makino, Yasuko, and Masaei Saito. *A Student Guide to Japanese Sources in the Humanities*. Ann Arbor, MI: Center for Japanese Studies, University of Michigan, 1994.

*Webb, Herschel. *Research in Japanese Sources: A Guide*. (new edition.) Ann Arbor, MI: Center for Japanese Studies, University of Michigan, 1994. [SFU has a 1965 version: DS805Z98]

**The Cambridge History of Japan* (Cambridge, UK: Cambridge University Press). 6 volumes.

Japan: An Illustrated Encyclopedia. Tokyo: Kodansha, 1993. [IN PROCESS]

Kodansha Encyclopedia of Japan. Tokyo: Kodansha. [DS805 K633]

Powers, Richard, and Hidetoshi Sato, eds. *Handbook of Japanese Popular Culture*. New York: Greenwood Press, 1989. [DS822.5 H347]

**Cambridge Encyclopedia of Japan*. Cambridge, UK: Cambridge University Press.

JOURNALS (* means "not available at SFU at the present moment; others are available at SFU)

Asian Survey

**B.C. Studies*

**The Australian Journal of Chinese Studies*

Contemporary Southeast Asia

Far Eastern Economic Review

**Issues and Studies* (issued in Taiwan)

Japan Echo

**Japan Forum* (London: Routledge for British Association of Japanese Studies)

**Japan Quarterly* (Tokyo: Asahi Shimbunsha)

**The Journal of Contemporary China*

**The Journal of Asian Studies* [SFU discontinued in 1985]

**Journal of Japanese Studies* (Society for Japanese Studies: US)

Journal of Northeast Asian Studies

Journal of Southeast Asian Studies

Modern China

**Monumenta Nipponica* (Tokyo: Sophia University)

Pacific Affairs

Pacific Historical Review

**The Pacific Review* (London: Routledge)

**Southeast Asia*

NEWSPAPERS

**The Nikkei Weekly* or any English language newspaper on Japan [none is available at SFU]

South China Morning Post [available at SFU]

VIDEOS

PBS TV series, *The Pacific Century*, 10 volumes

Any other videos, such as *Hong Kong 97* (made by CBC)

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department Asia-Canada Program

Abbreviation Code: ASC

Course #: 101

Credit Hrs: 3

Vector: 2-1-0

Title of Course: Introduction to Asia Canada Studies I

Calendar Description of Course: This is an introductory course on ever-increasing Asia-Canada interactions. It will directly address Asia-Canada interactions including issues involving Asian-Canadians in North America.

Nature of Course: Lecture/Seminar

Prerequisites (or special instructions): none

What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. Scheduling

How frequently will the course be offered? once per year

Semester in which the course will first be offered? 1996-3

Which of your present faculty would be available to make the proposed offering possible?

Dr. Tsuyoshi Kawasaki; Dr. Teresa Yu; Dr. Jan Walls

3. Objectives of the Course:

This course is an introductory course on ever-increasing Asia-Canada interactions. It orients incoming students to the Asia-Canada Program, sets the overall tone of the Program, and offers a "springboard" for advanced courses in the Program. While its companion course, ASC 102, focuses on Asia proper, this course will directly address Asia-Canada interactions including issues involving Asian-Canadians (in Canada).

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual

Space

Equipment

5. Approval

Date:

July 20, 1995
Jan Walls
(Department Chair)

1 Aug 95
[Signature]
(Dean)

Nov. 6/95
[Signature]
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (* note: a separate library report is now required)

ASC 101-3 INTRODUCTION TO ASIA-CANADA STUDIES, I
(new course)

PREREQUISITE: None

OBJECTIVES

This course is an introductory course on ever-increasing Asia-Canada interactions. It orients incoming students to the Asia-Canada Program, sets the overall tone of the Program, and offers a "springboard" for advanced courses in the Program. While its companion course, ASC102, focuses on Asia proper, this course will directly address Asia-Canada interactions including issues involving Asian-Canadians (in Canada).

This course first addresses key issues involving Asian-Canadians (in Canada) and extends its scope to include Canadian involvements in Asia. In other words, its focus will shift from Asia-Canada interactions in Canada to those in Asia, although the focus will move back and forth between these two areas so that we can have a more comprehensive understanding of Asia-Canada interactions.

In addition to this "bifocal coverage" approach, we use the following two approaches to draw a comprehensive picture of Asia-Canada interactions. That is, we will focus on (1) the (potential) gaps between images and realities about Asian-Canadians, and (2) both private and public dimensions of Asia-Canada interactions.

Since there is no comprehensive textbook on the topic of this course, we will use different sources (including some files composed of news reports) for reading materials.

COURSE FORMAT

One 2-hour lecture and one 1-hour tutorial in each week.

COURSE OUTLINE

1. INTRODUCTION: OVERVIEW OF TOPICS

- explicating 3 themes:

- from Asia-Canada interactions in Canada to Asia-Canada interactions in Asia, and back and forth

- images vs. realities
- private life and public life

2. ASIA-CANADA INTERACTIONS IN CANADA, I

- examining images and realities

Question: To what extent is there a gap between images and realities about Asia(ns)?

- literature, visual arts, & mass media
- stereotypes of Asians in Asia and in Canada
- self-expressions by Asian-Canadians
- the mainstream Canada seen by Asian-Canadians

3. ASIA-CANADA INTERACTIONS IN CANADA, II

- watching a film

*preferably a film depicting Asian-Canadian life (with or without a bias), which allows us to move to Session 4 smoothly.

4. INSIDE ASIAN-CANADIAN COMMUNITIES: EAST ASIAN

- covering issues such as:
 - population profiles
 - brief history and controversies
 - community activities
 - family life
 - languages and arts

5. INSIDE ASIAN-CANADIAN COMMUNITIES: SOUTH/SOUTHEAST ASIAN

- content same as above

6. A CASE STUDY OF ASIA-CANADA INTERACTIONS IN CANADA: EDUCATION

- examining issues such as:
 - increasing Asian-Canadian students: Images and realities
 - actors involved: teachers, parents, governments, non-governmental organizations
 - controversies
 - challenges
 - opportunities
- *other topics, such as housing, are also acceptable in this session.

7. COMMUNICATING WITH ASIANS

- will deal with:
 - examples of success and failure
 - some demonstrations
 - country-specific (language-specific) patterns
 - literature for help

*this is a bridge session between Sessions 1-6 and 8

8. ASIA-CANADA INTERACTIONS IN ASIA: A PROFILE OF NON-ASIAN CANADIANS IN ASIA

- examines
 - contemporary picture of interactions (business, peacekeeping, Missionaries, working holidays, artists, student exchanges, trade, etc.) history (missionaries, wars, commonwealth ties, etc.)
 - the role of mass media
 - the role of governments
 - the role of Canadian universities
 - the role of other non-governmental organizations such as the Asia-Pacific Foundation of Canada, Japan-Canada Trade Council, etc.

9. THE MOST SALIENT ASIA-CANADA LINKAGE: BUSINESS, PART 1

- examines
 - Canadian-led business and related activities taking place in or targeting at Asia
 - export industries
 - recent government initiatives

10. THE MOST SALIENT ASIA-CANADA LINKAGE: BUSINESS, PART 2

- examines
 - business and related activities taking place in Canada
 - Asian-Canadian business people in Canada
 - businesses for Asian tourists
 - developers

11. EMERGING ASIA-CANADA LINKAGE: PUBLIC LIFE

- topics include:
 - Asian-Canadian voters and politicians in Canada
 - Canadian foreign policy toward Asia

12. EMERGING ASIA-CANADA LINKAGE: PRIVATE LIFE

- topics include:
 - cross-cultural expressions in food, arts, and literature
 - interracial families

13. REVIEW SESSION

GRADE DISTRIBUTION

Mid-term exam	40 percent
Final exam	40 percent
2 writing assignments (5-page reading reports on class materials)	<u>20 percent</u> (10 percent each)
	100 percent

BIBLIOGRAPHY - AVAILABLE UPON REQUEST

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department Asia-Canada Program
- Abbreviation Code: ASC Course #: 102 Credit Hrs: 3 Vector: 2-1-0
- Title of Course: Introduction to Asia-Canada Studies II
- Calendar Description of Course: This course is an introductory course on Asian civilizations in three areas: East Asia, Southeast Asia, and South Asia. A survey course, it is designed to cover multiple dimensions of peoples' lives and history in Asia.
- Nature of Course: Lecture/Seminar
- Prerequisites (or special instructions): none
- What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. Scheduling

How frequently will the course be offered? once per year

Semester in which the course will first be offered? 1997-1

Which of your present faculty would be available to make the proposed offering possible?

Dr. Tsuyoshi Kawasaki; Dr. Teresa Yu; Dr. Jan Walls

3. Objectives of the Course:

This course is an introductory course on Asian civilizations in three areas: East Asia, Southeast Asia, and South Asia. A survey course, it is designed to cover multiple dimensions of peoples' lives and history in Asia. We use the term civilization to imply this multi-dimensionality. Together with ASC 101-3, this course constitutes an introduction to Asia-Canada studies. Furthermore, it addresses another foundation: the issue of how the West has historically interacted with Asians in Asia proper.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual

Space

Equipment

5. Approval

Date:

July 20, 1995
Jan Walls
(Department Chair)

Aug 95
[Signature]
(Dean)

Nov. 6/95
[Signature]
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (* note: a separate library report is now required)

ASC 102-3: INTRODUCTION TO ASIA-CANADA STUDIES, II
(new course)

PREREQUISITE: None

OBJECTIVES

This course is an introductory course on Asian civilizations in three areas: East Asia, Southeast Asia, and South Asia. A survey course, it is designed to cover multiple dimensions of peoples' lives and history in Asia. We use the term civilization to imply this multi-dimensionality.

Together with ASC 101-3, this course constitutes an introduction to Asia-Canada studies. In ASC 101-3, the students learn the contour of contemporary Asia-Canada interactions, leaving unaddressed the basic issues of how Asians think in their own terms, where such "Asian logic" and "Asian values" come from, and why Asians behave as they behave both in a public setting and in a private setting. In this course, those issues will be studied at a basic, introductory level, which inevitably leads us to appreciate the historically rich contexts of Asian life. In other words, this course deals with a "foundation" for understanding contemporary Asia-Canada interactions. Furthermore, it addresses another foundation: the issue of how the West has historically interacted with Asians in Asia proper. It is imperative for the students in the Asia-Canada Program to acquire basic-level knowledge on these topics before they move to advanced-level courses.

In an attempt to achieve the above objective, we employ a three-civilization approach, because the concept of Asia is so ambiguous. In fact, historically, the concept originates in Europe, rather than in Asia. Not surprisingly, therefore, answering the question "What is Asia?" is more complicated than answering such questions as "What is Europe?" or "What is the West?" There is no unifying feature of Asia except geographical connectedness. Racially, Indians are close to Caucasians rather than Mongoloids; religiously, Hinduism, Islam, and Buddhism coexist; and no language is in the dominant position. Given the absence of the truly unifying character of Asia other than geography, more useful way to think about Asia is to divide it into three parts or civilizations: the Chinese domain, the Indian domain, and the Southeast Asian domain that has received influences from the former two. In other words, there is no "Asian civilization" as such. Thus, in this course, the term Asia is used only for the purpose of referring to a geographic area stretching from Northern China, along Japan, through Singapore (along on the Pacific Ocean coast), and as far west as Pakistan (along the Indian Ocean coast).

This course starts with introducing the general geographical/natural settings of Asia. We will then study the history of the three Asian civilizations as they encountered the Western world. Third, we will proceed to study each civilization. Because of time constraints, two general aspects will be studied in this context: the logic of public life and that of private life. On the former, we will examine how public authority is exercised. On the latter, we will examine how family life is organized. The course ends with suggestions as to the future directions of each civilization as we enter the 21st century.

COURSE FORMAT

One 2-hour lecture and one 1-hour tutorial in each week.

COURSE OUTLINE

1. INTRODUCTION: AN OVERVIEW OF THE COURSE

- explains the structure of the course
- explains grading scheme
- suggests some study guides about Asia
- views videos from the PBS, *The Pacific Century* series.

2. GEOGRAPHICAL OVERVIEW: A PROFILE OF ASIA'S PHYSICAL FEATURES AT THE PRESENT TIME

- covers:
 - territorial configuration
 - population
 - nature
 - nation-states
 - industry
 - other features

3. ASIA-WEST INTERACTIONS, PART I: Until 20th century

- topics include:
 - historical development of "Asia" as a geographical concept in the Western world
 - overview of world history as Chinese and Indian civilizations interacted with the Western world
 - the rise of Western imperialism against Asia: decline of the Chinese and Indian empires, and Western views of Asia
 - intellectual struggle by Asians in coping with West

4. ASIA-WEST INTERACTIONS, PART II: Until World War II

- topics include:

- the rise of Japan
- the rise of the United States as a Pacific power
- World War II in Asia: its origins and aftermath
- intellectual struggle by Asians in coping with the West

5. ASIA-WEST INTERACTIONS, PART III: After World War II

- topics include:

- Asia becomes politically independent
- economic growth in Asia
- intellectual struggle by Asians in coping with the West

6. MID-TERM EXAM AND FILM VIEWING: From *The Pacific Century*, a PBS series

*At this point, the students should have basic ideas about where we stand in the long history of Asia-West interactions, about deep-rooted, complex views held by Asians toward the West, and about the historical roots of Asian nationalism to defend "Asian values" in recent years.

**The last point leads us to proceed to studying "Asian logic" and "Asian values."

***In any of the following sessions, guest lectures should be invited from the SFU faculty pool, so that the students are introduced to the faculty members of the Asia-Canada Program.

7. EAST ASIAN CIVILIZATION, 1: THE LOGIC OF PUBLIC LIFE

- examines how political authority is exercised in the Confucian tradition (China, Korea, and Japan)

8. EAST ASIAN CIVILIZATION, 2: THE LOGIC OF PRIVATE LIFE

- examines how family life is organized in the Confucian tradition (China, Korea, and Japan).

9. SOUTH ASIAN CIVILIZATION, 1: THE LOGIC OF PUBLIC LIFE

- examines how political authority is exercised in the Hindu-Islamic-Sikh traditions (India and Pakistan)

10. SOUTH ASIAN CIVILIZATION, 2: THE LOGIC OF PRIVATE LIFE

- examines how family life is organized in the Hindu-Islamic-Sikh traditions (India and Pakistan)

11. SOUTHEAST ASIAN CIVILIZATION, 1: THE LOGIC OF PUBLIC LIFE

- examines how political authority is exercised in some of Southeast Asian countries

12. SOUTHEAST ASIAN CIVILIZATION, 2: THE LOGIC OF PRIVATE LIFE

- examines how family life is organized in some of Southeast Asian countries

13. REVIEW: THREE ASIAN CIVILIZATIONS FACE THE FUTURE

- topics include:
 - overview of the challenges each civilization is facing
 - some speculations about the global positions of the three civilizations in the early 21st century

GRADE DISTRIBUTION

Mid-term exam	40 percent
Final exam	40 percent
2 writing assignments	<u>20 percent</u> (10 percent each)
(5-page reading reports on class materials)	100 percent

BIBLIOGRAPHY - AVAILABLE UPON REQUEST

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department Asia-Canada Program
- Abbreviation Code: ASC Course #: 201 Credit Hrs: 3 Vector: 2-1-0
- Title of Course: Introduction to Japanese Culture and History
- Calendar Description of Course: This is an introductory course on Japanese culture and history. It is designed for students with no Japanese background and with no Japanese-speaking ability. The course will cover the basic aspects of Japan: geography, history, culture, politics, economy, etc.
- Nature of Course: Lecture/Seminar
- Prerequisites (or special instructions): none
- What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. Scheduling

How frequently will the course be offered? once per year

Semester in which the course will first be offered? 1997-1

Which of your present faculty would be available to make the proposed offering possible?

Dr. Tsuyoshi Kawasaki; Dr. Jan Walls

3. Objectives of the Course:

This is an introductory course on Japanese culture and history. It is designed for students with no Japanese background or Japanese-speaking ability. The course will cover the basic aspects of Japan: geography, history, culture, politics, economy, etc. While the lecture format will be used to convey basic information (video tapes will be used as well), students will have opportunities to explore issues of their particular interest about Japan. This course has no prerequisite.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual

Space

Equipment

5. Approval

Date:

July 20, 1995
Jan Walls
(Department Chair)

1 Aug 95
[Signature]
(Dean)

Nov 6/95
[Signature]
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (* note: a separate library report is now required)

COURSE OUTLINE

ASC 201-3 INTRODUCTION TO JAPANESE CULTURE AND HISTORY
(Formally GS 250-3 Introduction to Japanese Culture and History,
offered in Spring 1995 by the same instructor)

By Tsuyoshi Kawasaki

PREREQUISITE: None

OBJECTIVES

This is an introductory course on Japanese culture and history. It is designed for students with no Japanese background or Japanese-speaking ability. The course will cover the basic aspects of Japan: geography, history, culture, politics, economy, etc. While the lecture format will be used to convey basic information (video tapes will be used as well), students will have opportunities to explore issues of their particular interest about Japan. This course has no prerequisite.

The lecture component is designed to be an overall review so as to stimulate students' interests; by no means is it meant to be exhaustive either in terms of depth or in terms of breadth. On the other hand, the tutorial component is designed for self-learning. Students will be given basic instructions as to how to do research on Japan-related materials, particularly on contemporary Japan. In sum, this course is a "springboard" for students who are interested in Japan, designed to prepare them for further studies on Japan.

Before coming to a session, students should have finished assigned reading materials. The contents of lectures are organized on the assumption that students have done the reading assignments.

TEXTBOOKS

The following books are available for purchase at the SFU bookstore. Additional materials may be distributed in class.

Gordon, Andrew, ed. *Postwar Japan as History*. Berkeley: University of California Press, 1993.

Field, Norma. *In the Realm of a Dying Emperor*. New York: Vintage Books, 1991.

Hendry, Joy. *Understanding Japanese Society*. London: Routledge, 1995.

Reischauer, Edwin O. *The Japanese Today*. Boston: Belknap Press, 1988.

The Gordon and Reischauer volumes will be drawn upon heavily in the lectures. Hendry's book is a suggested reading. Field's book will be used for the final exam.

COURSE FORMAT

One 2-hour lecture and one 1-hour tutorial per week.

GRADE DISTRIBUTION

Mid-term exam	30 percent
Final exam	50 percent
2 writing assignments	<u>20 percent</u> (10 percent each)
(5-page reading reports on class materials)	100 percent

CLASS SCHEDULE

Lecture	Video	Tutorial
1 Introduction	Yes	No session
2 Geography	Yes	
3 History, 1: Until Meiji	No	
4 History, 2: Meiji-WW2	No	
5 History, 3: Post-WW2	No	
6 Society, 1: Social values	Yes	Mid-term exam
7 Society, 2: Family life	Yes	
8 Society, 3: Social groups	No	
9 Arts & Culture	Yes	Assignment #1 due
10 Business	Yes	Assignment #1 due
11 Politics & Law	No	
12 Japan & the World	No	Assignment #2 due
13 Review	No	

COURSE OUTLINE

The reading assignments are as follows. Additional materials may be distributed by the instructor in class.

1. INTRODUCTION

No reading materials assigned.

2. GEOGRAPHY

Reischauer, Chaps. 1-3

3. HISTORY, 1: Until Meiji

Reischauer, Chaps. 4-6

4. HISTORY, 2: Meiji-WW2

Reischauer, Chaps. 7-9

5. HISTORY, 3: Post-WW2

Reischauer, Chaps. 10-11

Dower, Gluck, and Gordon ("Conclusion") in the Gordon volume

6. SOCIETY, 1: Social Values

Reischauer, Chaps. 12-16

7. SOCIETY, 2: Family Life

Reischauer, Chap. 18

Kelly in the Gordon volume

8. SOCIETY, 3: Social Groups

Reischauer, Chaps. 17 & 19

The Gordon volume

Intellectuals: Koschmann

Labor: Gordon

Small-business: Garon/Mochizuki

The disadvantaged: Upham

Women: Buckley and Uno

9. ARTS AND CULTURE

Reischauer, Chap. 20

Ivy in the Gordon volume

10. BUSINESS

Reischauer, Chaps. 30-34

Taira and Hein in the Gordon volume

11. POLITICS AND LAW

Reischauer, Chaps. 21-29
Allinson and White in the Gordon volume

12. JAPAN AND THE WORLD

Reischauer, Chaps. 35-39
Cummings in the Gordon volume

13. REVIEW Field's book, entire.

BIBLIOGRAPHY - AVAILABLE UPON REQUEST

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department Asia-Canada Program

Abbreviation Code: ASC

Course #: 300

Credit Hrs: 3

Vector: 2-1-0

Title of Course: Asians and North Americans in Public Discourse

Calendar Description of Course: A cross-cultural examination of the ways we perceive and represent each other in public discourse, including literature, news media, cinema, and other education and entertainment media.

Nature of Course: Lecture/Seminar

Prerequisites (or special instructions): ASC 101-3, ASC 102-3

What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. Scheduling

How frequently will the course be offered? once per year

Semester in which the course will first be offered? 1997-1

Which of your present faculty would be available to make the proposed offering possible?

Dr. Jan Walls; Dr. Teresa Yu

3. Objectives of the Course:

The objective of the course is to understand the ways in which Canadian and Asian representations of each other have distorted certain realities while confirming stereotypic or mythic visions -- positive and negative -- of each other.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual

Space

Equipment

5. Approval

Date:

July 20, 1995

194 85

Nov. 6/95

Jan. Walls
(Department Chair)

[Signature]
(Dean)

[Signature]
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (* note: a separate library report is now required)

COURSE OUTLINE

ASC 300-3 ASIANS AND NORTH AMERICANS IN PUBLIC DISCOURSE

by Jan W. Walls

PREREQUISITE: ASC 101-3, 102-3

This course provides conceptual frameworks and analytical tools through which to understand modes of mutual representation in the public discourses of Asian and North American peoples. The objective of the course is to understand the ways in which Canadian and Asian representations of each other in public discourse have ignored or distorted certain realities while confirming stereotypic or mythic visions -- positive and negative -- of each other. The course combines discussion of traditional and contemporary modes of perception and representation of self and other, including foreign lands and peoples, with case studies that draw upon well-known literary works and films, from commercial advertisements, newspaper and television news reportage, documentary programs, and other mass media portrayals. It draws upon knowledge of Asian cultures acquired in ASC 101 and 102 and uses it to further the critical understanding of cross-cultural representations and misrepresentations of each other. Coverage includes portrayals of Asian immigrants and Canadians of Asian heritage, as well as portrayals of Canadians and other Westerners in Asian media.

Week 1 Concepts and Definitions -- Self and Other in Myth and Media of Canadian and Asian peoples. Narratology -- the study of story structure. Examples of "foreigner" as unknown, unpredictable, evil element or primary cause of social problems in Canadian and Asian media.

Week 2 The representation of "otherness" from individual and social perspectives. "Otherness" as exotic and refreshing alternative to everyday life, and as a threat to the established order.

Week 3 Chinese representations, positive and negative, of foreign peoples, traditional and modern. Overview of literature, cinema and commercial advertisements.

Week 4 Japanese representations, positive and negative, of foreign peoples, traditional and modern. Overview of literature, cinema and commercial advertisements.

Week 5 Korean representations, positive and negative, of foreign peoples, traditional and modern. Overview of literature, cinema and commercial advertisements.

Week 6 Indic representations, positive and negative, of foreign peoples, traditional and modern. Overview of literature, cinema and commercial advertisements.

MID-TERM TEST

Week 7 Canadian representations, positive and negative, of East Asian lands and peoples, traditional and modern. Overview of literature, cinema and commercial advertisements.

Week 8 Canadian representations of South Asian lands and peoples, positive and negative, traditional and modern. Overview of literature, cinema and commercial advertisements.

Week 9 Canadians of Asian heritage in public discourse -- The "Third Space." Overview of self-portrayal in literature and film.

Week 10 Gender, ethnicity and "otherness" in the Asian-Canadian experience. Gender representation and its implications for self-concept among Canadians of Asian heritage.

Week 11 Age, ethnicity and "otherness" in the Asian-Canadian experience. The "generation gap," its portrayal in media, and implications for smooth adaptation among Canadians of Asian heritage.

Week 12 Summary and emerging issues (I). Review of major points that have developed out of the ten major topics above, and discussion of new issues that have emerged in light of discussions.

Week 13 Intercultural Models: Examination, in light of recent Canadian and Asian experiences, of potential models for cross-cultural competence and intercultural personhood.

Grading: Mid-term written examination (30%), Final written examination (40%), and term paper (30%).

READINGS AVAILABLE UPON REQUEST

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department Asia-Canada Program

Abbreviation Code: ASC

Course #: 301

Credit Hrs: 3

Vector: 2-1-0

Title of Course: Asia-Canada Identities: Experiences and Perspectives

Calendar Description of Course: This course will explore the experience of Asian immigrants and their children, focusing in particular on social and cultural aspects.

Nature of Course: Lecture/Seminar

Prerequisites (or special instructions): ASC 101-3, ASC 102-3

What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. Scheduling

How frequently will the course be offered? once per year

Semester in which the course will first be offered? 1997-3

Which of your present faculty would be available to make the proposed offering possible?

Dr. Teresa Yu; Dr. Jan Walls

3. Objectives of the Course:

To investigate major aspects of Asian-Canadian experiences by capturing the individuals' inner voices using literary sources, films, documentaries, as well as other supporting materials.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual

Space

Equipment

5. Approval

Date:

July 20, 1995
[Signature]
(Department Chair)

1 Aug 95
[Signature]
(Dean)

Nov. 6/95
[Signature]
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (* note: a separate library report is now required)

ASC 301-3**ASIAN-CANADIAN IDENTITIES: EXPERIENCES & PERSPECTIVES****Instructor: Taresa Yu****Course Description**

This course will explore the experiences of Asian immigrants and their children in Canada, focusing in particular on social and cultural aspects. How did their lives alter? How did the history of discrimination affect their lives? What does it mean to be both Asian and Canadian? What factors are important in the remaking of their cultural identities? We shall investigate major aspects of Asian-Canadian experiences by capturing the individuals' inner voices, using literary sources, films, documentaries as well as historical and anthropological materials.

Required Texts

- . Kogawa, Joy. *Obasan*. New York: Anchor Press, 1994.
- . Lee, Sky. *Disappearing Moon Cafe*. Vancouver: Douglas and McIntyre, 1990.
- . *Many-mouthed Birds: Contemporary Writings by Chinese Canadians*. Douglas and McIntyre, 1991.
- . *Inalienable Rice: A Chinese and Japanese Canadian Anthology*. Chinese-Canadian Writers' Workshop, 1979.
- . *Green Snow: Anthology of Canadian Poets of Asian Origin*. Stephen Gill (ed.) Ontario: Vesta Publications, 1976.
- . *From China to Canada: A History of Chinese Communities in Canada*. Edgar Wickberg (ed.), Toronto: McClelland & Stewart, 1982.
- . *Steveston Recollected: Japanese-Canadian History*, Daphne Marlatt (ed.), Provincial Archives of B.C. 1975.
- . Taylor, Charles (et al.) *Examining the Politics of Recognition*. ed. with an introduction by Amy Gutmann. Princeton University Press, 1994.

Weekly Topics**Week 1**

What is cultural identity? What constitutes cultural identity? Is a sense of cultural identity important for one's sense of well-being and survival? If so, why? How important are culture and tradition in the immigrant's life in a new country?

Week 2

At what point does an Asian immigrant begin to take on a Canadian identity? How can one describe that transition? What does it mean to be both Asian and Canadian? How does one nurture, sustain, and re-create one's cultural inheritance and sense of self in an ever-changing society?

Week 3-4

What are characteristic Asian values? What do Asian immigrants bring to Canadian society? What are some of the conceptions and misconceptions that Canadian society at large has of Asian immigrants? How do these conceptions and misconceptions affect their lives?

Week 5-7

Growing up Asian-Canadian. Dealing with racial injustices. Dealing with a sense of dual-identity. Life in school and at home. Problems of Asian-Canadian adolescence, teenage years and beyond. Social relationships, love, marriage and courtship.

Week 8-10

The changing nature of Asian-Canadian families. The varied experiences of first, second, and third-generation Asian immigrants. Relationship patterns between the different generations. The impact of social and cultural changes on the family.

Week 11-13

Asian-Canadians and the work place. Adjusting to a different work culture. Learning to communicate and to relate in new ways in work situations. Job opportunities. Finding a place in the mainstream culture. Relationships with the larger community.

Grading

Six short writing assignments (2-3 pages each)	35%
One major essay (about 20 pages)	40%
Participation in class discussions	25%

BIBLIOGRAPHY - AVAILABLE UPON REQUEST

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department Asia-Canada Program
Abbreviation Code: ASC Course #: 303 Credit Hrs: 3 Vector: 2-1-0
Title of Course: Selected Topics in Japanese Studies: ~~The Political Economy of Japan~~
Calendar Description of Course: This course is an intermediate-level course
on issues surrounding contemporary Japan.
Nature of Course: Lecture/Seminar
Prerequisites (or special instructions): ASC 201 recommended
What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. Scheduling

How frequently will the course be offered? once per year

Semester in which the course will first be offered? 1997-3

Which of your present faculty would be available to make the proposed offering possible?

Dr. Tsuyoshi Kawasaki; Dr. Jan Walls

3. Objectives of the Course:

The goal of this course is to familiarize the students with basic issues concerning contemporary Japan.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual

Space

Equipment

5. Approval

Date: July 29, 1995
Jan Walls
(Department Chair)

1 Pg 55
[Signature]
(Dean)

Nov. 6/95
[Signature]
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (* note: a separate library report is now required)

ASC 303-3: SELECTED TOPICS IN JAPANESE STUDIES
THE POLITICAL ECONOMY OF JAPAN
(new course)

By Tsuyoshi Kawasaki

PREREQUISITE:

None. ASC 201 (Introduction to Japanese Culture and History) recommended.

OBJECTIVES

This course is an intermediate-level course on issues surrounding the contemporary Japanese economic system. Rather than examining these issues through the lens of pure economics, we analyze them in the context of socio-political relationships. Hence, the political economy of Japan. The students are thus expected to have basic knowledge on Japan, but they do not have to have disciplinary training in economics (although such a training will be an asset for the prospective students). Given the nature of the course's subject, however, the students who did not take ASC 201 should have taken some 200-level courses on social sciences previously. Those students who did not take ASC 201 are advised to read Edwin O. Reischauer, *The Japanese Today* (Cambridge, Mass.: Belknap Press, 1988 [DS806 R35 1988]). In addition, no Japanese-language materials are used, so that no Japanese-language proficiency is necessary. This is essentially a lecture course with tutorials.

The goal of this course is to familiarize the students with basic issues in the political economy of Japan. After finishing the course, the students should have clear ideas about the key concepts and debates on the subject. Nowadays, we can get so much information about Japanese economic activities; the students, after this course, should be able to make sense of such information and explain it well to their fellow students who did not take the course. After the course, successful students will be well prepared to pursue an advanced study of Japanese political economy.

We start with two sessions covering basic issues in studying the Japanese political economy from foreign perspectives: its features and the question of Japanese culture. Then, we move to examine major debates regarding the domestic system of Japanese political economy. After the mid-term exam, we will proceed to study Japan's external economic relations.

There is no one comprehensive textbook for this course. We will use different sources. For difficult Japanese terms in DRAFT OUTLINE OF political economy, refer to Robert C. Hsu, *The MIT Encyclopedia of the Japanese Economy* (Cambridge, MA: MIT Press, 1994).

COURSE FORMAT

One 2-hour lecture and one 1-hour tutorial in each week.

COURSE OUTLINE

1. INTRODUCTION: ORGANIZING SESSION

- covers:

- organization and theme of the course
- grading scheme and policy
- suggestions for research on Japan-related materials

2. BASIC FEATURES OF THE JAPANESE ECONOMIC SYSTEM

- surveys the contour of Japanese capitalism

3. MAKING COMMON SENSE OF THE JAPANESE ECONOMIC SYSTEM

- addresses the question of culture

4. THE JAPAN INC. THESIS AND ITS CRITICS

- examines the central thesis in the study of Japanese political economy, or the question of "Who governs the Japanese economy?"

5. THE DEVELOPMENTAL STATE THESIS AND ITS CRITICS

- examines the so-called "Japanese model of capitalism"

6. THE KEIRETSU SYSTEM

- examines the private sector

7. THE PLACE OF UNIONS AND WOMEN

- examines Japanese labor management practices

8. MID-TERM EXAM AND FILM VIEWING

- watches 2 videos from *The Pacific Century* (from PBS).

9. JAPAN IN THE WORLD ECONOMY: ISSUES AND QUESTIONS

- overview of Japan's place in the world economy and debates centering on it.

10. "NICHIBEI ECONOMY"

- examines the Japan-U.S. economic relationship, which is central to Japanese capitalism

11. JAPAN AND ASIA

- examines Japan and its economic relations with Asian nations.

12. CANADA-JAPAN RELATIONS

- examines Canada's relations with Japan

13. REVIEW SESSION: JAPANESE CAPITALISM FACES THE 21ST CENTURY

GRADE DISTRIBUTION

Mid-term examination	20 percent
Final examination	40 percent
2 writing assignments	<u>40 percent</u> (20 percent each)
(10-page reading reports on class materials)	100 percent

BIBLIOGRAPHY - AVAILABLE UPON REQUEST

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Department Asia-Canada Program

Abbreviation Code: ASC

Course #: 400

Credit Hrs: 3

Vector: 0-3-0

Title of Course: Senior Seminar on Asia-Canada Relations

Calendar Description of Course: This seminar course addresses the issues raised in ASC 101-3 and ASC 102-3 in an in-depth manner. It scrutinizes and analyzes issues, dimensions, history, and discourse of Asia-Canada interactions.

Nature of Course: Seminar

Prerequisites (or special instructions): ASC 300-3, or 301-3

What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. Scheduling

How frequently will the course be offered? once per year

Semester in which the course will first be offered? 1997-3

Which of your present faculty would be available to make the proposed offering possible?

Dr. Tsuyoshi Kawasaki; Dr. Teresa Yu; Dr. Jan Walls

3. Objectives of the Course:

The goal of this seminar course is to give students an opportunity to scrutinize and analyze issues, dimensions, or historical/cultural roots of Asia-Canada interactions. After three years training in the Asia-Canada Program, students should have accumulated knowledge, skills, and experiences to conduct a critical assessment of Asia-Canada interactions in a sophisticated manner.

4. Budgetary and Space Requirements

What additional resources will be required in the following areas:

Faculty

Staff

Library*

Audio Visual

Space

Equipment

5. Approval

Date:

July 20, 1995
Jan Walls
(Department Chair)

1 Dec 95
[Signature]
(Dean)

Nov. 6/95
[Signature]
(Chair SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (* note: a separate library report is now required)

DRAFT OUTLINE OF
ASC 400-3 SENIOR SEMINAR ON ASIA-CANADA RELATIONS
(new course)

PREREQUISITE: ASC 300-3 or ASC 301-3

OBJECTIVE

As the only requirement at the 400-level under the ASC category, this course is a focal point among senior-level students in the Asia-Canada Program. It will take a seminar format. In terms of course content, this course addresses the issues raised in ASC 101-3 and ASC 102-3, but it analyzes them in an in-depth manner. At the same time, students will conduct independent studies on topics of their choice, out of which they have to write research papers. Thus, the goal of this seminar course is to give students an opportunity to scrutinize and analyze issues, dimensions, or historical/cultural roots of Asia-Canada interactions. After three year training in the Asia-Canada Program, students should have accumulated knowledge, skills, and experiences to conduct a critical assessment of Asia-Canada interactions in a sophisticated manner.

This course can thus take a case study approach. In the first few sessions, students will read and analyze materials on some debates in Asia-Canada interactions, so that they can establish a common foundation among them. Then, in the following six weeks, students are to conduct independent research. For example, a student may study the ongoing debate regarding the educational system in the Greater Vancouver Region, which was triggered by increasing Asian-Canadian students. Another student may be interested in the historical background of Japan's business systems and their implications for Canadian business. After the independent research, the students will submit drafts of their papers, which they will mutually read and criticize. Each student also is required to make an oral presentation in class. Through this process, it is hoped that the students learn from each other (as opposed to they learn only from the professor), as well as revise their papers. They will then submit the final version of their papers to the instructor.

COURSE FORMAT

One 3-hour seminar in each week.

COURSE OUTLINE

1. INTRODUCTION: ORGANIZING SESSION

*The following three sessions deal with three different issues in ongoing Asia-Canada interactions. The instructor should make files on topics (collection of media reports, comments, video tapes, etc.) such as:

- education
 - headgear controversy
 - delinking trade and human rights toward China
 - how to crack the Japanese market
- SFU involvement with Indonesia given the latter's human rights record

Out of these topics, three will be selected, reflecting the students' interest. There are few scholarly these topics; students will rely on more journalistic materials for information.

2. DISCUSSION ON AN ASIA-CANADA ISSUE, 1

3. DISCUSSION ON AN ASIA-CANADA ISSUE, 2

4. DISCUSSION ON AN ASIA-CANADA ISSUE, 3

*The following weeks are assigned for independent research, while students will have opportunities to learn research skills, present their progressive reports, and get some feedback from the fellow students. If possible, guest speaker sessions (or film viewing) will be organized.

**In the following sessions, the students will seek instructions from faculty members affiliated with the Asia-Canada Program.

5. SESSION ON RESEARCH SKILLS AND FIELD WORK

6. PRESENTATION AND DISCUSSION: PROGRESS REPORTS

7. PRESENTATION AND DISCUSSION: PROGRESS REPORTS

8. PRESENTATION AND DISCUSSION: PROGRESS REPORTS

9. PRESENTATION AND DISCUSSION: PROGRESS REPORTS

10. MUTUAL-READING SESSION:

- students submit their drafts and read others' drafts.

11. PRESENTATION AND DISCUSSION: PAPERS

12. PRESENTATION AND DISCUSSION: PAPERS

13. PRESENTATION AND DISCUSSION: PAPERS

GRADE DISTRIBUTION

Seminar participation	20 percent
Presentation	20 percent
Research paper	<u>60 percent</u>
	100 percent

BIBLIOGRAPHY - AVAILABLE UPON REQUEST

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information Department Asia-Canada Program
- Abbreviation Code: ASC Course #: 401 Credit Hrs: 3 Vector: 0-3-0
- Title of Course: Directed Studies
- Calendar Description of Course: Individual Study
- Nature of Course: Individual Study
- Prerequisites (or special instructions): ASC 101 or 102, and one ASC 300 level course.
- What course (courses), if any, is being dropped from the calendar if this course is approved: none
2. Scheduling
- How frequently will the course be offered? as needed
- Semester in which the course will first be offered? 97-3
- Which of your present faculty would be available to make the proposed offering possible?
- Dr. T. Yu; Dr. T. Kawasaki; Dr. J. Walls
3. Objectives of the Course:
- The purpose of this course is to provide an opportunity for individual study.
4. Budgetary and Space Requirements
- What additional resources will be required in the following areas:
- Faculty
- Staff
- Library*
- Audio Visual
- Space
- Equipment

5. Approval

Date:

July 20, 1995
[Signature]
(Department Chair)

1 Aug 85
[Signature]
(Dean)

Nov. 6/95
[Signature]
(Chair, SCUS)

SCUS 73-34b:-(When completing this form, for instructions see Memorandum SCUS 73-34a. Attached course outline). Arts 92-3 (* note: a separate library report is now required)

COURSE ALTERATION AND RATIONALE

ASIA-CANADA PROGRAM

FROM: GS 201-3 Introduction to Chinese Culture and History

TO: ASC 200-3 Introduction to Chinese Culture and History

RATIONALE:

These courses will remain the same in content but are being moved from General Studies to the new Asia-Canada Program.

FROM: GS 251-3 Studies in Chinese Culture

TO: ASC 202-3 Studies in Chinese Culture

RATIONALE:

These courses will remain the same in content but are being moved from General Studies to the new Asia-Canada Program.

FROM: GS 311-3 Selected Topics in Chinese Studies

TO: ASC 302-3 Selected Topics in Chinese Studies

RATIONALE:

These courses will remain the same in content but are being moved from General Studies to the new Asia-Canada Program.

APPENDIX "A" UNIVERSITY OF BRITISH COLUMBIA (1994-95 Calendar)
AVAILABLE UPON REQUEST

APPENDIX "B" CALIFORNIA STATE UNIVERSITY, LONG BEACH
(from CSULB Internet Listing)
AVAILABLE UPON REQUEST