Objectives & Outcomes
The course looks at East Asia, specifically China, Korea, Japan and Taiwan, and the history of their economic interactions with the Americas as context for the current state of business between the continents. Trade between East Asia and the West (Europe and the Americas) has been crucial to the rise and fall of states and societies for at least a millennia and a half. To what degree do historical interactions determine the current forms of trade between Asia and the Americas? This course will provide a quick overview of these interactions and their consequences.

One key aspect of the course is to understand the relationship from the other side’s (i.e., Asia’s) point of view. What are (Asia’s) costs of doing business with the West? What does America have to offer to Asia in trade? How does one market and sell cultural productions across the oceans? The course tries to put into larger social and political contexts the economic transactions that have taken place between the regions. It does this paying specific attention to the impact of gender issues on both sides, the treatment of ethnic and racial diversity, and the relationship of local autonomy to global interactions.

There are many other considerations that deserve more scrutiny than can be provided in this course, but we will briefly analyze the effects of technology and modes of industrialization here. We will also give a brief nod to medical issues as well. You may wish to use the information in this course to analyze environmental issues as well. Hopefully this course will give you some foundation for a deeper examination of these issues as well.

In this course, students are expected to learn not only the basic content of historical interactions between East Asia and the West, but also identify reasons for its changes over time. Students are also expected to know how to critically examine texts and graphics, comprehend the socio-cultural contexts of those interactions, and write coherent and compelling arguments for one’s viewpoints and narratives.
Course Materials
Books –

Other Readings are available through online access or will be posted on Canvas. Links for videos and podcasts will be provided.

Grading Policies
This course seeks to accomplish the above-mentioned aims through a combination of lectures, readings and discussions, short analytic writings, and collaborative projects. Final grades will be calculated as follows:

Attendance – 10% of the final grade.
   Regarding attendance, if you have six or more unexcused absences, you will not receive credit for this portion of your grade. (Excusable absences include illness, hospitalization, family emergencies, National Guard duty, and official functions at which you represent the University. If you are on a sports team, please have your program director forward me the team schedule. Work will not be considered an excusable absence. If you know beforehand that you will be missing a class for any reason, please contact me in advance to make arrangements for making up the work for that session.)

Weekly assignments – 20%
   Assignments vary from week to week. They are short and designed to give a glimpse at lesser known aspects of Asian business. Most involve brief amounts of internet research.

Reviews – 10%
   Two short (2 page) reviews of videos or podcasts assigned in the course. The URLs to access the videos or podcasts will be posted on Canvas and email.

Midterm exam – 20%
   Multiple choice and short answer questions. The format will be discussed prior to the exam. A study guide will be provided.

Group Projects – 40%
   Four people will participate in each group with each person responsible for one of the four parts of the report. The write-up should total 12 pages of text and should be a report on a business, product or service that you would establish, sell or conduct in East Asia. The four equal sections are: a) one explaining the business / product / service that you wish to establish and why you wish to do so; b) one providing the specific historical and cultural contexts for doing the business; c) one discussing the present circumstances for launching the business / product / service; and d) one discussing future prospects and projections. This report should include informational graphics where appropriate and necessary. (The space these graphics take up are not included in the page count.) Project guidelines will be spelled out in greater detail during the semester.
Grading Scale:

- A = 96-100%
- A- = 91-95%
- B+ = 86-90%
- B = 81-85%
- B- = 76-80%
- C+ = 71-75%
- C = 66-70%
- C- = 61-65%

Grades below 60% (D range) do not give students credit for the course and are therefore functionally equivalent to failing. I therefore regard D’s as punitive grades and do not want to give them. If a student is failing this class, I would ask that he or she meet with me to negotiate an alternative such as withdrawal. The Student Handbook states that Incompletes cannot be given if less than 80% of the coursework has been finished. Arrangements must be made with me for completing the coursework.

**Schedule (subject to change)**

**Week 1 – Current Issues & How Cultural and Historical Contexts Impact Them**
- Jan. 6 Introduction
- Jan. 8 Why history matters

**Week 2 – Ancient Pathways (Silk Road, Sea Routes from the 12th-13th c.)**
- Jan. 13 Overland through Central Asia
- Jan. 15 Maritime Routes through Southeast Asia
  **Assignment:** Look at these figures and art pieces and tell me what the pieces tell us about trade on the Silk Road. (Graphics to be provided.)

**Week 3 – Why Silver and not Gold (15th-16th c. trade between Asia and the Americas)**
- Jan. 20 **Martin Luther King Day – no class**
- Jan. 22 The Word for Bank Is…
  **Assignment:** Find out and write up two consequences of the silver trade and the use of the silver standard between countries.
  **Readings:**
  - Understanding East Asia’s Economic “Miracles,” (Intro, Japan) Canvas
  - Golden Arches East, Introduction (1-38), “McDonald’s in Japan,” 161-182

**Week 4 – How the West Flipped the Trade Deficit (Role of Guns and Drugs in Colonialism)**
- Jan. 27 The Great Divergence
- Jan. 29 The War on Drugs
  **Assignment:** Use this website to discover and list three facts about trade between America and China in the latter half of the 18th century. [https://artstories.arts Mia.org/#/o/19404](https://artstories.arts Mia.org/#/o/19404)
  **First Review Due** (Podcasts and videos to be listed.)
Week 5 – What changed in 19th c. Imperialism
   Feb. 3 Colonialism and Migration
   Feb. 5 Two or Three Responses to Imperialism
   **Assignment:** Review these figures about Chinese labor migration and state
   one consequence in the country to which they migrated.
   Readings: Economic “Miracles,” South Korea [Canvas]
   Golden Arches East, “McDonald’s in Seoul,” 136-160

Week 6 – Nationalisms and World War II
   Feb. 10 Conglomerates and Vertical Integration
   Feb. 12 Resources Driving Policy
   **Assignment:** Find two non-food items that were rationed or difficult to
   obtain during World War II in either Japan, Korea, or China.
   Readings: Economic “Miracles,” PRC & Taiwan [Canvas]
   Golden Arches East, “McDonald’s in Beijing,” (39-76)
   “McDonald’s in Taipei,” 110-135

Week 7 – The Cold War and Trade Wars
   Feb. 17 **Presidents Day – no class**
   Feb. 19 The Phoenix
   **Assignment:** Find and compare the prices of Sony and RCA Victor TVs in the
   U.S. and Japan in 1985. Find an American company making a “Walkman” that year
   and compare it to Sony’s.
   Readings: Economic “Miracles,” Ch. 5 & Ch. 6 [Canvas]
   Golden Arches East, “McDonald’s in Hong Kong,” (77-109)
   “McDonald’s as Political Target” (183-197)

Week 8 – End of the Pacific Century (Little Dragons, Recession & Recovery)
   Feb. 24 The Mini-Dragon Model
   Feb. 26 Getting Over the ‘90s
   **Assignment:** Find one Western product marketed primarily to women in East
   Asia and scan or download a copy of an ad for it.
   **Second Review due**

Week 9 – Midterm
   Mar. 2 Prep
   Mar. 4 Midterm in class

Week 10 – Mar. 9 – Mar. 13 – **Spring Break**

Week 11 – Topics for Analysis: Capitalism & Communism & Authoritarian States
   Mar. 16 Is Confucianism Better at Capitalism Than Democracy?
   Mar. 18 Two Chinas or Three?
   **Assignment:** Find an FTZ, and identify 2 American companies there
Week 12 – Topics for Analysis: Demographics (Age, Ethnicity, Gender, Migration) & Labor
  Mar. 23 Consumers in Aging Societies
  Mar. 25 Who Takes Care of the Elderly?
  **Assignment:** Compare two population pyramids for different years in one East Asian country and state one conclusion you can take about any shift that occurs.

Week 13 – Topics for Analysis: Technology, Marketing (Niche, etc.) and Design
  Mar. 30 Why Selling in Asia is Different
  Apr. 1 Selling Culture or Hello Kitty Globalization
  **Assignment:** Identify one technology product made or designed in Asia that is not sold primarily to Western markets.

Week 14 – Group Presentations
  Apr. 6
  Apr. 8

Week 15 – Group Presentations
  Apr. 13
  Apr. 15

Week 16 – Group Presentations
  Apr. 20

**Final Group Reports** must be submitted by **Noon** on **Monday, April 27th**.
RESPONSIBILITIES AND ACCOMMODATIONS

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. [http://disability.utah.edu](http://disability.utah.edu)

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity / expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-591-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu) 801-581-7776.

Veterans Center

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about
what support they offer, a list of ongoing events and links to outside resources:  
http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center

If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics EAS Program (http://linguistics.utah.edu/eas-program/index.php); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Undocumented Student Support Statement

Immigration is a complex phenomenon with broad impact — those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be required from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from fixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or visit dream.utah.edu.

Academic Conduct

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the
Student Behavior Committee. Faculty must strive in the classroom to maintain a climate conducive to thinking and learning. PPM 8-12.3, B. Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning. PPM 8-10, II. Please consult the following website for History’s departmental policies on Academic Misconduct. http://history.utah.edu/students/misconduct-policy.php).

Accommodations Policy

Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult Section Q of the University of Utah’s Regulations Library, Policy 6-100: Instruction and Evaluation, which appears at: http://regulations.utah.edu/academics/6-100.php

Diversity Statement

The Department of History recognizes the barriers that have systematically marginalized and excluded people and communities based on race, ethnicity, gender, sexual identity, socioeconomic background, age, disability, national origin, and religion. We are committed to fostering equity, diversity, and inclusion, because it is just and because these are essential to a rich academic, intellectual, and cultural environment. Every member of this class must show respect for others. To report a bias incident, please go to: https://inclusive-excellence.utah.edu/

This syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.