



Proceedings



Workshop on “Curriculum Development on East Asian Studies”
March 10-11, 2008

and

Fourth Meeting of the Network of East Asian Studies
March 12, 2008

Maha Chulalongkorn Building
Faculty of Arts, Chulalongkorn University
Thailand

Institute of Asian Studies, Chulalongkorn University
in cooperation with

Ministry of Foreign Affairs, Thailand
Ministry of Foreign Affairs, Japan
Thailand Research Fund, Thailand
Japan Foundation, Bangkok, Thailand

Edited by
Patcharawalai Wongboonsin



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A Workshop on Curriculum Development on East Asian Studies and The Fourth Meeting of the Promotion of East Asian Studies Network for East Asian Studies

Abstract

The workshop on Curriculum Development on East Asian Studies and the fourth meeting of the Promotion of East Asian Studies Network for East Asian Studies were hosted and organized by the Institute of Asian Studies, Chulalongkorn University, in cooperation with Ministry of Foreign Affairs, Thailand, Ministry of Foreign Affairs, Japan, Thailand Research Fund, and Japan Foundation, Bangkok, Thailand, during the period of March 10-12, 2008.

The workshop was convened the first time to strengthen East Asian Studies in East Asia and to open opportunities for those involving in teaching or curriculum/research development in 13 countries of Network of East Asian Studies to meet and exchange their experiences as well as points of views on East Asian Studies. Its significant outcomes were the participants' agreement on the categories of approaches/framework for curriculum content, possible and potential program of EAS exchange, and the need for existence of resource repository for regional assistance.

The Meeting of the Promotion of East Asian Studies Network for East Asian Studies was initiated by the Japanese government under the recommendation of the East Asia Vision Group (EAVG) and the East Asian Study Group (EASG) at the ASEAN+3 summit in October, 2003, in order to promote East Asian studies in each country of East Asia and to build networks among researchers of East Asian studies so as to share their findings and insights. Key universities/educational institutions have been designated by ASEAN+3 governments to send a representative to attend meetings at least once a year. The Institute of Oriental Culture, University of Tokyo, has been working as the secretariat for the first three Executive Committee Meetings (2005-2007). For this fourth meeting, it was agreed that dissemination of relevant information over the web should be shared and posted in a timely way, via hyperlinks. Furthermore, there should be network cooperation, which is in joint projects with institutions both within and outside the network in order to establish and develop degree and non-degree programs in EAS, and to pursue multi-level cooperation among institutions.

การประชุมเชิงปฏิบัติการ เรื่อง การพัฒนาหลักสูตรเอเชียตะวันออก
และ
การประชุมคณะกรรมการบริหารส่งเสริมเครือข่ายเอเชียตะวันออกศึกษา
เพื่อการศึกษาด้านเอเชียตะวันออก ครั้งที่ 4

บทคัดย่อ

สถาบันเอเชียศึกษา จุฬาลงกรณ์มหาวิทยาลัย เป็นเจ้าภาพจัดการประชุมเชิงปฏิบัติการ เรื่องการพัฒนาหลักสูตรเอเชียตะวันออก และการประชุมคณะกรรมการบริหารส่งเสริมเครือข่ายเอเชียตะวันออกศึกษาเพื่อการศึกษาด้านเอเชียตะวันออก ครั้งที่ 4 ระหว่างวันที่ 10-12 มีนาคม 2551 โดยได้รับความร่วมมือ และการสนับสนุนจาก กระทรวงการต่างประเทศของไทย กระทรวงการต่างประเทศของญี่ปุ่น สำนักงานกองทุนสนับสนุนการวิจัย (สกว.) และมูลนิธิญี่ปุ่น

นับเป็นครั้งแรกที่จัดให้มีการประชุมเชิงปฏิบัติการ เรื่องการพัฒนาหลักสูตรเอเชียตะวันออกขึ้น โดยมีวัตถุประสงค์เพื่อสร้างความเข้มแข็งให้การเรียนการสอนด้านเอเชียตะวันออกศึกษา ผู้เข้าร่วมประชุมประกอบด้วยอาจารย์ นักวิชาการ จากกลุ่มประเทศเอเชียตะวันออก 13 ประเทศเครือข่าย ที่เกี่ยวข้องกับการเรียนการสอน การพัฒนาหลักสูตร/งานวิจัย ได้สนทนา แลกเปลี่ยนประสบการณ์ ความคิดเห็นด้านเอเชียตะวันออกศึกษา และมีความเห็นร่วมกันว่าควรจัดแบ่งหมวดหมู่ของวิธีการ/กรอบเวลาการทำงานของเนื้อหาหลักสูตร แนวโน้ม และความเป็นไปได้ของโครงการแลกเปลี่ยนการศึกษาด้านเอเชียตะวันออก รวมทั้งความต้องการความช่วยเหลือในระดับภูมิภาคสำหรับข้อมูล/ทรัพยากรที่มีอยู่หรือที่ได้นำมาเก็บรวบรวมไว้

การประชุมคณะกรรมการบริหารส่งเสริมเครือข่ายเอเชียตะวันออกศึกษาเพื่อการศึกษาด้านเอเชียตะวันออก จัดขึ้นเป็นครั้งแรกโดยรัฐบาลของประเทศญี่ปุ่น ภายใต้การแนะนำของกลุ่มวิสัยทัศน์เอเชียตะวันออก และกลุ่มเอเชียตะวันออกศึกษา ณ การประชุมสุดยอดผู้นำอาเซียน +3 เมื่อเดือนตุลาคม พ.ศ. 2546 เพื่อส่งเสริมการศึกษาเอเชียตะวันออกของแต่ละประเทศในกลุ่มประเทศเอเชียตะวันออก และสร้างเครือข่ายนักวิชาการด้านเอเชียตะวันออกศึกษา ให้มีการแลกเปลี่ยนประสบการณ์ และความคิดเห็นระหว่างกัน รัฐบาลของกลุ่มประเทศอาเซียน +3 ได้เลือกธรรมศาสตร์มหาวิทยาลัย/สถาบันการศึกษาที่สำคัญมีชื่อเสียง ให้ส่งผู้แทนเข้าร่วมประชุมอย่างน้อยปีละ 1 ครั้ง โดยสถาบันวัฒนธรรมตะวันออก มหาวิทยาลัยโตเกียว ประเทศญี่ปุ่น รับหน้าที่เป็นกองเลขานุการในการจัดประชุมคณะกรรมการบริหารฯ 3 ครั้งที่ผ่านมา (ปี พ.ศ. 2548-2550) สำหรับในการประชุมครั้งที่ 4 นี้ ที่ประชุมมีความเห็นว่าควรให้มีการเผยแพร่ข้อมูลที่เกี่ยวข้องลงในเว็บไซต์ซึ่งสามารถนำมาใช้ร่วมกันได้ ในช่วงเวลาที่เหมาะสมผ่านระบบไฮเปอร์ลิงก์ นอกจากนี้ ควรมีเครือข่ายความร่วมมือซึ่งมีโครงการร่วมกันระหว่างหน่วยงานทั้งภายในและภายนอกเครือข่าย เพื่อที่จะสร้างและพัฒนาหลักสูตรเอเชียตะวันออกศึกษาทั้งแบบที่ได้รับความนิยมและไม่ได้รับความนิยม รวมทั้งคงไว้ซึ่งความร่วมมือกันในหลายระดับระหว่างหน่วยงานต่างๆ



Workshop



Workshop on “Curriculum Development on East Asian Studies”
March 10-11, 2008

Maha Chulalongkorn Building
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Institute of Asian Studies, Chulalongkorn University
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Japan Foundation, Bangkok, Thailand

Edited by
Patcharawalai Wongboonsin

Report on the Workshop on "Curriculum Development on East Asian Studies" March 10-11, 2008

1. The first workshop of the Network for East Asian Studies (NEAS) convened in the Maha Chulalongkorn Building, Room 105, Faculty of Arts at Chulalongkorn University, Bangkok, Thailand, on March 10 and 11, 2008. This workshop was hosted by the Institute of Asian Studies, Chulalongkorn University, and co-sponsored by Thailand's Ministry of Foreign Affairs, Japan's Ministry of Foreign Affairs, Japan Foundation Bangkok and Thailand Research Fund.
2. The participants were representatives of the key universities and institutions designated by ASEAN+3 governments to the Network for East Asian Studies. (Appendix MD12)
3. The workshop was the first convened by NEAS in response to a recommendation made at prior meetings. Assistant Professor M.R. Dr. Kalaya Tingsabadh, Dean of Graduate School, Chulalongkorn University, (Appendix WD-A) gave opening remarks to the floor. Assistant Professor. Dr. Chanetwallop Khumthong, a Deputy Director of Institute for Asian Studies, Chulalongkorn University, chaired the workshop. Two keynote presentations were made: the first by Professor Dr. Wong Siu-lun of the Centre of Asian Studies, University of Hong Kong, entitled "The East Asian Studies in a Global Context: New Challenges, Opportunities and Directions"; and the second by Mr. Kavi Chongkittavorn, Assistant Group Editors, The Nation, Bangkok, Thailand, entitled "Dynamism and New Problems on East Asia After the Cold War: Knowledge and Reality" (Appendix WP-C). These presentations set the stage for workshop discussions as they highlighted how Asia has been defined as how others see us, not how we see ourselves; and that Asia is a "great congregation of diversity," but the challenges of community-building and human security in East Asia remain.
4. The workshop focused on identifying a framework and approaches for curriculum development on EAS. Presentations by country representatives were given. Each focused on the current state of courses on or relevant to East Asia. (Refer to Appendix WD1-WD13 for individual country reports.)
5. Professor Dr. Akihiko Tanaka, NEAS Secretariat, summarized the following dimensions of East Asian Studies and noted several tensions within them:
 - Geographic – Many versions exist: EA, SEA, Northeast, ASEAN, ASEAN+ 1, etc.
 - Disciplinary – whether EA studies are treated as a type of area study or subjects of various disciplines.
 - Philosophical - Who are we studying? The question is whether EA studies are a study of the "other" or a study of us.
Chulalongkorn University's program is an exemplary program for the study of us. The dilemma is that EA students are not attracted to enrolling in studies of ourselves.
 - Pedagogical/educational - At what levels should programs be introduced – college – Masters, high school?

- Organizational or managerial - Whether to establish special programs or insert components into different compartmental parts of the organization. Subprograms may be included in other programs, specialized programs or hybrids can be designed.
6. Common Elements of East Asia Studies were summarized as follows:
 - Collaborations, exchanges and national visits must be done in the spirit of cooperation, including exchange visits to each country.
 - Having Asian perspectives of Asian civilization.
 - Having national and Asian intra-national relationships – begin with national boundaries, and the nation-state understanding that nothing can be done in isolation.
 - The context of the new millennium world includes:
 - Cross-border- none of the issues can be understood without understanding the cross-border context.
 - Common social issues of concern
 - Political and economic integration
 - A common form of communication is needed which appears to be English. Is this adequate or something more - English plus 1?
 7. The significant outcome of the workshop was the participant's agreement on the following categories:
 - *Approaches/framework for curriculum content*
 - *Possible and potential program of EAS exchange*
 - *The need for existence of resource repository for regional assistance*
 8. On *Approaches/framework for curriculum content*, the workshop participants agreed to a general skeletal curriculum framework that the NEAS member states can take on board and develop. The participants agreed that any new curriculum should still mimic the area studies that have been the mainstay of past conventional Asian studies programs.
 9. "Whether we have an Asian identity?" is a key concern raised in the workshop. The participants came to a consensus that we cannot get away from getting to know each nation/state first, and that EAS is both about nationhood and Asian citizenship. Each perspective will probably begin with each national state creating something that is country/nation specific, locally/community-based and people-centered. However, this will not complete our understanding of EAS. It is only through interactions with the Asian regional perspective that is essential for us to know what we really are. Regional emphasis will be on being seen through "Asian" eyes. This perspective needs to be even broader encompassing a global view of how others are seeing us. It is not about area studies, but is about how we all look at area studies.
 10. The participants shared the idea that identity formation, for individuals and communities, will evolve through social interactions regionally, globally. This discourse will include Asian, indigenous, and minority perspectives. Identity formation should not be engineered; but allowed to emerge through social interaction, regionally, globally.
 11. The participants agreed that any EAS paradigm has to bring in many dimensions of how we see Asia. The approach to developing the curriculum content has to be multi-dimensional, as well as multi-lateral, formed through many interactions, and

multidisciplinary. EAS cannot confine itself solely to specializations catering to people who want to further their careers, but needs to have a wider appeal to people and students who want to know what being an Asian is about. The modus operandi needed to bring education to the people will probably take both specialization and disciplinary approaches – becoming a hybrid for each and every country and institute to modify and tailor to meet their needs. It was suggested to use Dr. Park Sa Myung's curriculum model from South Korea when developing other programs. (Refer to Appendix WD11).

12. On *Possible and Potential EAS Exchange Program*, the participants shared the notion that an EAS exchange program could be designed within the network. A large body of knowledge exists and the network already has some models that are working. Any exchange program needs to support the discourse where the educational environment and milieu is open and liberal. An exchange program could take place through:
 - Existing academic infra-structures in the ASEAN+3 countries
 - Existing international programs of study or short courses
13. The following are suggestions for how this exchange program could be implemented:
 - Setting up a list serve or setting up a website
 - Inviting EA graduate students to some part of the annual meeting not the entire meeting because it is a closed meeting
 - Possibly set up a workshop for graduate students on EA studies
 - Using blogs to create an academic dialogue
 - convening roundtable meetings among faculty university to exchange information
 - examining the availability of grant funds for exchange students to attend partner schools in Japan
13. On the *Need for a Regional Resource Repository*, the participants agreed that in order to facilitate the exchange of resources and to address the uneven distribution of resources and infrastructures within the NEAS network, a regional resource repository is needed which is accessible to people throughout EA. Ideally the resource repository will:
 - Address the differences and disparities of academic staff resources and infrastructure in ASEAN +3 delegate countries/NEAS network.
 - Be coordinated and keep track of by a central body. This body would assure that the resource repository runs continuously and is sustainable. A rotating secretariat body could be established (modeled after the AUN) to co-ordinate, facilitate, monitor and channel assistance or forge collaborations with other regional study bodies in the world.
 - The concerns of supply and demand were also discussed. While we know that there are some demands, the supply-side concerns were more pressing. They focused on the need to improve capacity enhancement programs and improve relations with the private sector in order to raise enrollments. Capacity-enhancement programs could be developed for academic personnel through collaborations with stakeholders such as, business, government, inter-government and civic organizations. Some of the institutes in our network are willing to take this onboard, but the challenge is the arrangement within our network and finding financial resources to lubricate this mechanism. Where are the resources and finances that will lubricate this network?

14. The participants noted that follow-up workshops were needed. They discussed the possibility of inviting experts in other areas of study to present at future meetings, as well as ask other universities in the West to share their syllabi. During the intervening year much could be done to prepare something more substantial at the next meeting. Then, perhaps, next year some research areas could be identified and initiated.

**Workshop on
Curriculum Development on East Asian Studies**
March 10 - 11, 2008
Maha Chulalongkorn Building, Faculty of Arts, Chulalongkorn University

Sunday, March 9, 2008

All day Arrival of participants at Patumwan Princess Hotel, Bangkok

Monday, March 10, 2008**SESSION I: Setting the Scene**

(Chairperson: **Assistant Professor Dr. Chanetwallop Khumthong**)

- | | |
|-------------|---|
| 08.30-09.00 | Registration |
| 09.00-09.10 | Opening Remarks
by Assistant Professor M.R. Kalaya Tingsabadh, Ph.D. , Dean of Graduate School, Chulalongkorn University |
| 09.10-09.20 | Photo session |
| 09.20-10.00 | Keynote Speech on " The East Asian Studies in Global Context: New Challenges, Opportunities, and Directions "
by Professor Dr. Wong Siu-lun , Director of the Centre of Asian Studies, University of Hong Kong |
| 10.00-10.40 | Special Talk on " Dynamism and New Problems of East Asia after The Cold War: Knowledge and Reality "
by Mr. Kavi Chongkittavorn , Assistant Group Editors, The Nation |
| 10.40-11.00 | Tea/Coffee Break |
| 11.00-12.30 | Country Presentations and Exchange of Information on " The Current State of Courses on/relevant to East Asia " |
| 12.30-14.00 | Lunch |
| 14.00-16.00 | Country Presentations (continued) |
| 16.00-16.30 | Tea/Coffee Break |
| 16.30-17.30 | Roundtable Discussion |
| 18.00-21.00 | Reception at Ruan Chulanarumit, Chulalongkorn University
Welcoming Remarks by Thailand Research Fund |

Tuesday, March 11, 2008**SESSION II: Appropriate Approaches for Regional Cooperation**

(Chairperson: **Assistant Professor Dr. Chanetwallop Khumthong**)

- | | |
|-------------|---|
| 09.00-10.30 | Roundtable Discussion on " Appropriate Approaches to Curriculum Development on East Asian Studies " |
| 10.30-11.00 | Tea/Coffee Break |
| 11.00-12.00 | Agenda Setting, Work plan, and Timeframe |
| 12.00-13.00 | Lunch |
| 13.00-14.00 | Wrap-up Session <ul style="list-style-type: none"> • Evaluation of the Workshop (provide evaluation forms) • Concluding Comments from Participants • Wrap up by the Workshop Chair (collect evaluation forms) |
| 14.00-18.00 | Free time |
| 18.00-21.00 | Reception at Thai Pavillion, Chulalongkorn University
Welcoming Remarks by Ministry of Foreign Affairs, Thailand, and Japan Foundation, Bangkok |

Workshop on Curriculum Development on East Asian Studies

10-11 March 2008 at 08.30-17.30 hrs.

Maha Chulalongkorn Building,
Faculty of Arts, Chulalongkorn University, Bangkok

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OPENING REMARKS

By

Asst. Prof. M.R. Kalaya Tingsabadh, Ph.D.

Dean of Graduate School, Chulalongkorn University

A Workshop on "Curriculum Development on East Asian Studies"

March 10, 2008

Maha Chulalongkorn Building, Chulalongkorn University, Bangkok

Excellencies the Ambassadors

Prof Akihiko Tanaka, Director of the Japan Foundation, Director of the Thailand Research Fund, distinguished guests and participants, Ladies and Gentlemen

On behalf of Chulalongkorn University's graduate faculty and community, I would like to welcome you all to this workshop on the "**Curriculum Development on East Asian Studies**", a challenging task mandated by NEAS, the Network for East Asian Studies. I, having to represent the host of this workshop, must commend you all with my utmost gratitude, for having accepted to take up the mandate.

This morning, at the top of my acknowledgement list, I would like to thank the *Network for East Asian Studies (NEAS)* for giving Chulalongkorn University the honour and trust to host and be part of the organizing team for this workshop on the *Curriculum Development on East Asian Studies*, which I would like to say, is a task of great significance.

The significance of the event, you all would share with me, lies in the factual understanding of the new paradigm of East Asian community integration into the new globalised world of borderless economy and politics and its amicable and antagonistic interactions with its Asian neighbours in the new era of sophisticated integration complex. This certainly entails a new paradigm of East Asian Studies, where all education institutes offering East Asian Studies need to agree on a common core understanding of East Asian realities and values counteracting with the global community.

However, intrinsically entwined within that complicated common core of East Asian global-integration are the meshed fabrics of each pair of individual integration and segregation of bilateral ties between the East Asian economies and their trading and social partners that formed the whole embodiment of the new emerging Asian communities and global villages. Thus second on my list of acknowledgement, is none other than you all distinguished participants here and to come soon. The task you have in front of all of you to translate that down into the building blocks of the *Curriculum Development on East Asian Studies* that can be disposed and imparted to the wide public by participating and collaborating educational institutes, represented here and to join-in in the coming future, is certainly an historical challenge that you will be deliberating during the day. I humbly stand to applaud you all again in your honourable task.

I would not do justice to myself and our participants here, if today I have not mentioned the monumental role to be played by our distinguished panel of keynote speakers, *Professor. Dr. Wong Siu-lun, Mr. Kavi Chongkittavorn, and others*. I beg for your forgiveness for not being able to mention all who would deliver their resourceful and insightful inputs of the East Asian realities, which will stand testimonies to your formulation of the final verdict of the *Curriculum Development on East Asian Studies* that you all will later deliver during the day.

Last but not least, I beg to be given the noble opportunity, to thank the Asean+3 caucus of East Asian Forum for providing this occasion, the Ministry of Foreign Affairs, Japan, the Ministry of Foreign Affairs, Thailand, the Japan Foundation, the Thailand Research Fund for their financial and moral support, Institute of Asian Studies and their organizing team, Dr. Sunait Chutintaranond and Professor Dr. Patcharawalai Wongboonsin, in particular for having tirelessly organized this workshop and the many unsung heroes and heroines behind the scene, who have helped to make this event possible. I hereby declare this workshop open, and wish you all success in your honourable deliberation.

Thank you.

Report from University of Brunei Darussalam

By

Dr. Nani Suryani binti Haji Abu Baker

**Faculty of Arts and Social Sciences
Universiti of Brunei Darussalam**

Presented at

**Workshop on
"Curriculum Development on East Asian Studies"
March 10 - 11, 2008**

**Maha Chulalongkorn Building, Faculty of Arts,
Chulalongkorn University
Bangkok, Thailand**

University Brunei Darussalam through the Faculty of Arts and Social Sciences (FASS) and Language Centre has been offering courses which are related to the promotion of East Asian Studies. Through the History Department, FASS, there are three courses offered to the Bachelor of Arts and Bachelor of Arts in Education students namely:

- Early East Asia
- Transformation of Modern East Asia and
- Socio-economic Development of Post-War East Asia.

The course on Early East Asia focuses on China's history from the Tang to the Ming dynasties (7th to 17th centuries A.D.) whereas the course on The Transformation of Modern East Asia concentrates on the transformation of China and Japan from traditional polities into modern nation states. The course on Social Economic Development of Post-War East Asia focuses on the Civil War in the Mainland China, the Korean War and its consequences for East Asian region.

Through the Language Centre (which was established in 2000), several foreign languages have been offered including Japanese, Chinese and Korean Languages. The courses for Japanese, Chinese and Korean Languages are:

- Elementary Japanese I & II
- Intermediate Japanese I & II
- Advanced Japanese I & II
- Elementary Mandarin I & II
- Elementary Korean I & II
- Intermediate Korean I & II
- Advanced Korean I & II

Through the Department of Anthropology and Sociology and Department of Geography, Faculty of Arts and Social Sciences, East Asia is not being treated in specific courses. They are indirectly mentioned in some of the courses as can be seen in the course outline. These are among the courses that make indirect discussion of East Asia in Anthropology and Sociology:

- Comparing Cultures
- Economy and Society
- Kingship, Marriage and Gender
- Asian Anthropology and Asian Anthropologist

On the other hand the following are among the courses that make indirect mention of East Asia in Geography:

- Economic and Social Geography
- Southeast Asia and the World
- Trade and Industrial Geography

Other departments which also make indirect mention of East Asia in their courses are the Department of Economics, Department of Business and Management and Department of Public Policy and Administration, Faculty of Business, Economics and Policy Studies (FBEPS). The topics which are dealing with Japan, China and Korea have sporadically arisen in the discussion especially in the comparative studies. The following represents a list of courses which make indirect discussion of East Asia in the Department of Public Policy and Administration as can be seen in the course outline:

- Politics and Government
- International Relations
- Comparative Social Policy

- Youth Policy
- Globalization and the City
- Regional and International Organizations
- ASEAN International Relations
- ASEAN: Structure and Process
- Foreign Policy
- Public Sector Administration (offers in Master of Public Policy)

The following on the other hand represents a list of courses in the Department of Economics that involve East Asia:-

- Issues in the Economy of Brunei
- The ASEAN Economics

The courses offers by the Department of Business and Management that involve East Asia are:-

- Issues in Organizational Leadership
- Comparative Industrial Relations
- International Marketing
- Management of State-Owned Corporation
- Comparative Industrial Relations (offers in Master of Business Administration)
- Human Resource Development (offers in Master of Business Administration)

Meanwhile the Department of Malay Literature, Faculty of Arts and Social Sciences is going to introduce a course which focuses on East Asian Literature. As being reported last year, there are numerous East Asian literature materials which had been translated into Malay or English Language for examples novel '*Deru Ombak*' by Yuko Mishima, '*Seribu Jinjang*' by Yasuari Kawabata, '*Kunci*' by Junichiro, and '*Gunung Jawa*' by Gao Xingjian.

Apart from that, the University is making a close academic relationship by signing Memorandum of Understanding (MOU) with universities from East Asia countries such as:

1. Beijing Foreign Studies University, China (19 June 2000 – 18 June 2005)
2. Waseda University Japan (12 March 2001 – 11 March 2006)
3. Soka University Japan (1 April 2001 – 31 March 2004)
4. Higashi Nippon International University, Japan (26 February 2002 – 25 February 2007)
5. Korean Advanced Institute of Science & Technology (9 June 2004 – 8 June 2009)
6. Jinan University, China (16 December 2004 – 15 June 2009)
7. Korea Foundation (1 August 2005 – 31 July 2007)
8. Institute of Oriental Culture, University of Tokyo, Japan (31 August 2005 – 30 August 2010)
9. Kagawa University, Faculty of Medicine, Japan (11 December 2006 – 10 December 2010)

Among the stated MOU, the MOU between Institute of Oriental Culture and Faculty of Arts and Social Sciences gives more benefit to the University in terms of the promotion of East Asian Studies. The agreement involves both parties to interchange academic and partnership through mutual beneficial programmes of joint research, conferences, publication and faculty members and researchers.

From here it is evident that University of Brunei Darussalam has interest in East Asian Studies, but the courses relevant to East Asian studies are spreaded in various departments

and are not offered as components of one East Asian programme. The Faculty of Arts and Social Sciences is planning to offer a minor programme in East Asian Studies. Recently, the Faculty of Arts and Social Sciences offered Southeast Asian Studies (as a minor subject) to the B.A. students in order to foster better understanding of Southeast Asia among the students and the status of Brunei as part of the region. The programme consists of several courses that are provided by all the departments of the faculty. In this course, the students are strongly advised to learn Malay, Japanese or Chinese languages. The courses within the programme are:

- Early Southeast Asia
- Geographical Perspectives of Southeast Asia
- State and Government in the Malay World
- English Language in Southeast Asia
- Peoples and Cultures of Southeast Asia
- Land, People and Economy of Southeast Asia
- *Kesusasteraan Asia Tenggara* (Southeast Asian Literature)
- Socio-Economic Change in Southeast Asia

The University realizes the importance of East Asian studies. The 21st century has seen the making of East Asia as one of the fastest growing regions. For the past three or four years, there has been an explosion of symposia and conferences about the idea of an (East Asia Union). The idea is popular with experts in the political, financial arenas, but also within academia. Prime Minister Junichiro Koizumi (former Japanese premier) in his policy speech in Singapore (2002), proposed to create a 'community that act together and advances together' and promote regional cooperation in wide-ranging areas towards ensuring region's stability and prosperity. The Tokyo Declaration of the Japan-ASEAN Commemorative Summit (2003) confirmed the leaders' commitment to building 'East Asian Community' in the future.

However, in introducing the programme, the University faces challenges on the availability of teaching resources and experts/lecturers to teach the courses on East Asian Studies. Currently, there are two lecturers (a local and an expatriate) in the History Department who are specialised in East Asian History. In the past, due to the less demand on East Asian studies both in the secondary schools and university level, locals seem not to be interested to specialize in East Asian Studies compared to other areas of specialization. There are quite a number of people specializing in Southeast Asian studies, European studies, Malay World studies and Middle-East studies, but not in East Asian Studies. Recently, the University sent a new tutor also from the History Department to study Master Degree in one of the universities in Tokyo as one of the preparations to create East Asian Studies in the University. In the near future it is hoped that with the current courses on the history of East Asia, and the introduction of East Asian Literature study and the indirect studies of East Asia's public policy, administration, economic and business, sociology and anthropology as well as geography would become the basis for the establishment of the East Asian Studies in the University of Brunei Darussalam.

**Team study in my curriculum ——
Economic Effects of International Integration**

By

Professor Fan Ying

**The School of International Economics,
China Foreign Affairs University**

Presented at

Workshop on

“Curriculum Development on East Asian Studies”

March 10 - 11, 2008

**Maha Chulalongkorn Building, Faculty of Arts,
Chulalongkorn University
Bangkok, Thailand**

I. Trends of China today's higher education

In today's world, higher education is playing so much big and strong role in cultivating the younger generation. Therefore, 'people-oriented' and promoting all-round harmonious development personality has become the education philosophy almost all over the world.

In China, one of the most important teaching reform and innovation nowadays is focusing on logical thinking ability and innovative capacity-building of the students. Therefore, the classroom teaching methods, i.e. how to improve the efficiency of classroom teaching as much as possible has become the most important issue in China's classroom.

To my opinion, classroom communication (including the interaction between both the teacher and students and the students themselves) has become the key issue of the teaching method. And as teachers, we first should let students learn how to cooperate between each other as well as with us. Meanwhile, we should try to construct a peaceful, democratic and creative situation of the study activities so as to encourage the students to make cooperative efforts at the tasks arranged in class as well. My solution is that the Team Study can help us efficiently to get that goal.

II. A brief introduction to my curriculum—— *Economic Effects of International Integration*

i) Why it is so important to develop East Asian study in China Foreign Affairs University?

Our university was founded in 1955 and offers baccalaureate, master, and doctoral degrees in international relations, international law, international economics, and foreign languages. The CFAU is responsible for training diplomats and providing qualified personnel for a variety of important ministerial posts. In recent years, an increasing number of our graduates go to work in China's burgeoning private sector and the press corps. Though the CFAU has a teaching staff of only 250 and a student body of no more than 2000, it is one of the most prestigious institutions of higher learning in China that is leading in the research and teaching of International relations theory, China's foreign policy and diplomacy, European external relations, East Asian community building, etc.

ii) Main Content of *Economic Effects of International Integration*

The international economic integration is one of the most prominent phenomena and trends of the development process of world economy since the end of the second-world war. It has exerted and is still exerting profound influence to the world economy and becomes a more and more hot topic drawing much attention around the world.

The content of this curriculum is consisted of the introduction, six body chapters and the chapter of conclusion. The concrete structure and the main content are as follows:

The first chapter is consisted of three parts: firstly, the definition and connotation of international economic integration; secondly, the organizational forms and their connotation

of international economic integration; thirdly, the new trends of international economic integration in the new century.

The second chapter is about the retrospection and analysis of the theories on the economic effects of international economic integration. It combs through and makes a summary of the relevant theories on the economic effects of international economic integration and makes an analysis. This chapter mainly lays the foundation for the empirical study of different patterns of international economic integration in the following chapters.

The third chapter is about the analysis of the economic effects of EU, the typical north-to-north pattern of economic integration organization.

The fourth chapter is about the analysis of the economic effects of NAFTA, the model of south-to-north pattern of economic integration organization. The new pattern of economic integration is quintessential as a model.

The fifth chapter is about the analysis of the economic effects of AFTA, the model of south-to-south pattern of economic integration organization. It consisted of four subchapters, which mainly analyzes the achievement and deficiency of AFTA including developing countries from the aspects of the content and implementation of the agreement of AFTA, the trade effects, the investment effects and the main reasons of its slow development.

The sixth chapter is about the China's strategic choice of participating in the international economic integration process. It discusses on how China should adjust its strategic scheme, make rational strategic choice and the further the East Asian cooperation by actively promotes 10+3 FTA.

The conclusion chapter is of course not the simple repetition of the main points in the curriculum, it is an afresh speculation, induction, summary and sublimation.

III. Advantages of the Team Study

What here I mean the 'Team Study's, the students in my class were divided into several groups (normally, 3 or 4 persons each) on the diversified major background. To my understanding, the advantages of the Team Study are as follows:

- i. To directly develop the students' expressive power, let the students be articulating their thoughts and feelings, possess a natural flair for public speaking, which might lay the foundation for their whole life. Normally, as we all know, quite a lot of people from Asia, especially from China will feel uncomfortable when they speak before the public, and so do the students from this region. And additionally, half-century-old Soviet-style teaching methods' model has dominated Chinese classroom, i.e., there is very little interaction between the teacher and the students and/or student and student. Under that circumstance, the teacher always keeps talking and the students

are good listeners in classroom. Therefore, most Chinese students are not willing to speak in class.

- ii. To promote the communication between the students which happen occasionally in the past.

Team study could give the students opportunity to learn sth. themselves. They can have their own evaluating standard so as to judge the contributions of each member in the team. The students can inspire themselves, and get help and learn from each other, which is hard to obtain from the whole class activities.

Furthermore, the students have to cooperate each other while dealing with their tasks, which can enhance their interaction. Actually, the key issue of a successful team depends upon the level of its internal interaction. And the level of interaction quite depends upon the extent of their cooperation and communication which could help them gain the support from other members of the team and sense of belonging as well as inspire them to achieve their team goal.

So what we emphasize here is the gain from the process of team study because during the process, students analyze the data information and exchange their viewpoints together, and get the solution finally. Every member in the team could have a chance to put up a question to others, control the progress and play role in the process. They also learn while sharing and discussing the information each other. So, team study could definitely cultivate the students' communicating habit with their companions.

- iii. To motivate students' more creativity, and help them break down their limitation of thinking

To develop the spirit of cooperation, team members have to apply the right tactics, especially the advanced way of thinking, i.e. the critical and creative way of thinking, by which could make the students try to learn sth. all their life and keep innovating spirit.

- iv. To invigorate classroom atmosphere, and make the class become a little bit relaxed; meanwhile it could bring all positive factors of the teacher and students into play by their mutual communication in the class, to release their energy depressed in their subconsciousness although team study definitely bring about much more pressure to the teacher because she will not only play a teller or source of information, but also has to figure out how to let the students grasp the knowledge while participating actively in the class which require her must get well prepared before class.

IV. How to carry out the Team Study in my class

i. To set up the team

Setting up the right study groups so as to get more efficient team work is the key issue of the team study. Normally, the students are grouped by themselves or by lot based on diversified major background (say, International Economics, International Law, International Relations, Diplomacy, English, Japanese and French, etc.) which is very

helpful to the discussion since the members have different major perspectives. And each team should appoint a leader who is responsible for the team managing work after class.

The most important issue here is that the teacher should clarify what kind of activity or task she wants the team to do, which really requires her to set up a clear task structure.

ii. To prepare the group report

During the preparing process, the role of the group leader is very important. He or she has to take the responsibility for organizing the team job, say, to select the topic, to distribute the work based on the team specialization, and to bridge between the teacher and students, etc..

Suppose one member of the team wants to analyze some information, they must decide how many parts should the data be divided by team discussion, then make a new research plan by summarizing the information and have judging the value of their job. Finally, they will get a road map to realize their goal based on the approval of all the members of the team. So, the coordinating ability of the team leader is a must.

iii. To present in the class

- team presentation (no more than 15 min.)

Actually, team class presentation means that the students are put in a favorable position to speech. So normally, every member in the team will be asked to present in the class.

- class interaction including discussion by Q&A (no more than 15 min.)

Normally, there are three steps in Q & A part. Firstly, to initiate, which is the other students' and/or the teacher's job. Secondly, to response, which is the presenters' job. And thirdly, to evaluate, which is both the teacher and the students' job.

iv. To evaluate

Evaluation is so important for team study since it could not only monitor but also inspire the students' work. Otherwise, it is hard for us to manage the team study activities well.

- i) Students' evaluation, which means the students evaluate each other (give the mark based on the Evaluation Sheet, see Appendix 1)
- ii) Teacher's evaluation, which means my comments on each presentation. And normally it happened after the students' evaluation (the evaluation sheets were collected) so as to make the students judge independently. And I usually do my best to give the positive comments as much as possible because as we all know the teacher's encouragement will do urge the students to further efforts.

Pay attention to that when the teacher makes comments on the team report, she should try to do more induction, less deduction; more enlightenment, less lecturing; and more encouragement, less criticism. The teacher especially should highly encourage those new views expounded so as to develop the critical and original way of thinking of the

students

V. Solution to resolve the problem

One look around will find that there are still lots of problems existing in East Asian study or research although we have made a great progress in many aspects. Apparently, the exchange between East Asian members is far from sound situation. One of those is that the serious shortage and content of people exchange between the East Asian members. That is, the majority of the people exchange at present is still focusing on the officials, businessmen and tourists instead of the intellectuals, including teachers, students, skilled workers.

East Asian countries should increase contact and develop all-round exchange, not only in merchandise trade, but also in political, social, educational, scientific and technological aspects. Definitely, East Asian members should also further to speed up economic, security and cultural integration.

The core issue is to upgrade the relationship from 'commodity link' to 'people ties' In other words, people at a broad and all-round exchange, especially the exchange of the intellectual and their viewpoints are becoming urgent to further speed up the East Asian economic cooperation.

So, it is necessary for East Asian members to open the service and investment fields as well as commodity field so as to further the research of this area.

Conclusion

Generally speaking, the study of East Asian Study is far enough here in China, and as professors, we really need to develop much more efficient teaching method to lead the younger generation to pay attention to the issue of this region. And fortunately, the advantages of the team study could really help us to stimulate students' interest in East Asian Study.

Appendix 1

Evaluation Sheet

Please try to be fair when you give a mark.

- Structure of speech is very clear, conveying a strong sense of purpose and articulate design.
- Different sources of information are used fluently in the speech.
- Speaks clearly, with confidence and has 'presence'.
- Maintains eye contact consistently and uses body language effectively to create interest.
- Speech is evidence of a very solid understanding based on models read and studied in class.
- Uses drafting and other strategies very successfully in preparation for presentation.

THE DEVELOPMENT OF EAST ASIAN STUDIES IN INDONESIA

**By
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**Presented at

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"Curriculum Development on East Asian Studies"
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**Maha Chulalongkorn Building, Faculty of Arts,
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I. INTRODUCTION

The endeavors to develop a study concerning the East Asia, including within the Southeast Asia is an important thing for Indonesia. As one of the countries resided in the region of East Asia, Indonesia needs to comprehend more about any development taking place in the region, including the patterns of relationship created among the countries as well as the communities living in this area, be it in term of politics, economic, social-cultural as well as security aspects.

The coming of 21st century which is marked by the dynamics of development in East Asia Region, both in term of relationship among states and also the steps to integrate the whole community of this region in form of East Asia Community, even makes the study on East Asia become more necessary to be integrated for the sake of accommodating the development. Therefore we need a tighter cooperation among the academicians possessing concerns on East Asia to collectively develop a study format on the matter that in turn will be able to facilitate the needs to further understand comprehensively the dynamics happen in the area, both in term of things related to the internal condition of the countries as well as the patterns of relationship created on the regional level.

II. THE DEVELOPMENT OF EAST ASIAN STUDIES IN INDONESIA

As one of the countries situated in East Asia, Indonesia has already played a good role in developing the study on East Asia. Generally, the development of this matter can be divided into several categories, namely:

1. Study on the cultures of the East Asian countries, including within the study on their languages such as Japanese, Mandarin and Korean, which are undertaken by the Faculty of Culture Science.
2. Study on the political system of East Asian countries, including the comparison on political condition among East Asian countries developed by Department of Political Science. Several examples on this are the lecture subjects named Political System of East Asian Countries, Political System of Malaysia-Singapore-Brunei, Political System of the Philippines and Thailand, Political System of Indonesia, and Political System of Indochina countries.
3. Study on dynamics of region as well as the relations between East Asian countries with the region such as that developed by the Department of International Relations. Some examples of this are the subjects named International Relations in East Asia, International Relations in Southeast Asia (also often referred as Regional Study of Southeast Asia), Global Politics of China, as well as Japan and New Industrialized Countries. Department of International Relations, particularly that of University of Indonesia also currently has been developing some new subjects as the revision of previously existing ones, while at the same time also meant to accommodate the development happening in the East Asia in the 21st century by offering a subject, which can be considered as the collaboration of the International Relations in Southeast Asia and East Asia under the name of ASEAN and East Asian Dynamics.

This is a genuine response to the fact that the development occurring in the Southeast Asia, which has been integrated into ASEAN, now steadily directed to a further and tighter establishment of the East Asian Community. Besides those mentioned above, there are also other more specific subjects which are put under the concentration of international political

economy, addressing the issue of the Economy and Politics of Development in East Asia, which is meant to analyze the dynamics of economic development in East Asian countries, particularly those in China, Japan, South Korea and Taiwan which firmly considered as the reasons for their gratified titles as the Asian Tigers or Newly Industrialized Countries, which also has been taken as the model of development for the Southeast Asian countries such as Malaysia, Singapore, Indonesia and Thailand.

III. EXAMPLES OF SYLLABUS OF EAST ASIAN STUDIES OF THE DEPARTMENT OF INTERNATIONAL RELATIONS, FACULTY OF SOCIAL AND POLITICAL SCIENCE UNIVERSITY OF INDONESIA

The following is the example of syllabus of one of the lectures given in the Department of International Relations, Faculty of Social and Political Science, University of Indonesia, which is a part of the study on East Asia, and named **the ASEAN and East Asian Regional Dynamics**.

This subject is a newly invented, and initiated to response and accommodate the latest development of East Asian Region. Previously the subject was divided into two respective subjects, namely the International Relations in Southeast Asia and International Relations in East Asia. The purpose of the lecture is to improve the students' capability to understand comprehensively how ASEAN and East Asian countries respond the globalization and regionalization process that are taking place in the region. Afterwards, the students are expected to explain the dominant issues which are tightly related to ASEAN and East Asia (security, economic and non-traditional issues) as well as applying theoretical paradigms to explain the phenomenon occurring up in the region.

As for the major issue addressed in the subject of ASEAN and East Asian Dynamics, the department divides it into two terms, respectively discussing about the East Asian dynamics on the first half of the semester that comprises discussion of *Globalization and East Asia, Overview of East Asian History and Paradigm of International Relations, Special Issues on Energy Security, regional issue on economy, named as East Asia Economic Cooperation, regional issue of non-traditional realm concerning Gender, Migration and human trafficking*. Meanwhile the period post first mid-semester the focus of the discussion will be related to the development of ASEAN, comprising the topics of *Overview of ASEAN History and Its Development, Regional Issue of Economic Field (ASEAN Economic Community [AEC], Regional Issues on Non-Traditional Security in Southeast Asia, especially that related with the human security issues, the Regional Issues on Social and Culture, comprising the culture-identity related matters*. The lecture will be then closed with the discussion on *ASEAN's correlation with the regional dynamics of East Asia*.

IV. CHALLENGES AND STRATEGY OF DEVELOPING FUTURE EAST ASIAN STUDIES

Along with the more complex development in the region of East Asia, be it on the matter related to domestic condition of East Asian countries, the integration process of Southeast Asia through the establishment of ASEAN Community in 2015, the establishment steps of East Asia Community, the development of ASEAN Regional Forum and APEC, the development of security condition in the Korean Peninsula, as well as the ongoing conflict between China and Taiwan which is further affected by the US presence in the region, we need further contribution of thought for the policy formulation of East Asian countries as well as facilitating the fast growing relation among communities in East Asia.

Such a necessity even becomes more obvious since the patterns of relationship going on the 21st century is rather multi-track one, indicating that the dynamics of relationship in the East Asia will not only be dominated by the government in a formal manner, but there will also take place other relations, such as the one between the government and the community, including within the academicians or often renowned as the epistemic community. Such a phenomenon is marked by the increasing intensity of dialogues that involve not only the track one, that is, the government, but also the academicians as the track two and the community itself as the track three, as had been already done by ASEAN Regional Forum, for instance. In order to ensure the stability and peace in the Asia Pacific region, thus including within the East Asia, multi-track dialogues are needed to meet all aspects needed by complementing each other. So is the one on ASEAN level; along with the progress towards ASEAN Community, one of the pillars of which is the ASEAN Social and Cultural Community, a people to people forum has been developed ever since the decade of 90's that involves the participation of academicians in Southeast Asia.

Furthermore, for the academicians in the Southeast Asian countries, ASEAN has also already developed the so-called ASEAN University Network (AUN) as the effort to improve the relations among academicians of ASEAN countries. Meanwhile, a similar forum also has been developed for the academicians of East Asian countries, under the name of Networking on East Asia Studies, which is purposed to increase the cooperation in developing the issues on East Asia, as well as to answer the problems occurring up as part of the dynamics of East Asia.

Therefore, we still need to formulate a collective strategy for the coming future in order to integrate further the academicians who pay concerns on the East Asian studies. Take, for example, by making a collaborative journal that puts analysis on the domestic development of respective countries be it in the politics, economics, social, cultural as well as security fields, and also concerning the issues affecting the dynamics of this region. Another alternative would be by holding a workshop that is participated by academic representatives from East Asia to discuss about a particular issue, and the outcome of the discussion would therefore bring some beneficial contribution for the policy makers in the region (East Asia). A meeting among the academicians concerning the issue of the formation of East Asian Community, for example, will bring a positive thought contribution from various points of view regarding how the mentioned community should be developed in the future so that it will bring benefits to the people of East Asia.

A study on East Asia that could be developed to respond various challenges posed by non-traditional security issues that often happen in the region would be highly needed as well. Human trafficking is an example of such an issue in the region, since there has been a firm network that fosters the intensity of the act in the area. How far the academicians of various scientific backgrounds related to the issue could contribute in form of thought and approach, and advising what should the government as well as the community do in order to anticipate the issue would be of great necessity. From the security approach, they would be expected to come up with ideas related to securitization and security policy formulation process that can track down the human trafficking actors and cut down the network at the same time. As from the cultural and economic perspective, there should be an idea on how to approach the human trafficking targets so that they would be capable to omit and get rid of the human trafficking actors.

It has been the time that the study on East Asia to be developed further up to the point that it can provide some real contribution for responding the problems occurring in the East

Asia region, particularly those related to the non-traditional security issues. This would also include the process of empowerment of civil society, particularly in the effort to attain the prosperity in the sense of economy, as well as to improve the understanding on the development of politics and security field that is keep growing even more dynamics. The same also applied to the steps to bridge the cultural difference in order to prevent any conflict and to create a community that will bring the region of East Asia as a peaceful region for long-term period.

Given the lesson of the Monetary Crisis which later led to the Economic Crisis faced by several countries in East Asia in the last 1998, it is about the time that a study on East Asia be able to contribute some crisis anticipation steps as well as providing policy advices to the government as well as the community regarding the way out of the crisis, which are based on the concepts and theories related to the economic crisis itself.

IV. CLOSING REMARK

In order to accommodate the dynamic development of East Asia region, including the Southeast Asia, which nowadays keeps growing even faster both in term of internal development of the countries in the region as well as the relationship among countries and communities in term of politics, economic, social, cultural and security aspects, we need to develop a curriculum that leads to the enrichment of the lecture materials which are able to improve the understanding of the analysis of the students towards the dynamics of the East Asia region.

On the other hand, the development of the study curriculum on East Asian Studies is also expected to prove its ability to contribute for the policy formulators both in the state as well as regional levels so that they will create the policies which accommodate more the needs of communities of East Asia, which can contribute further to the more stable and peaceful situation and condition of the region, which eventually leads to the improvement of the prosperity of the community in East Asia. The development of the curriculum on East Asia studies is also expected to be able to contribute something for the development of the East Asian Community that will drive the region to a more peaceful and prosperous condition in the future.

The Current State of East Asian Studies in Lao PDR

By

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Researcher of Institute of Foreign Affairs,

Ministry of Foreign Affairs

Presented at

Workshop on

“Curriculum Development on East Asian Studies”

March 10 - 11, 2008

Maha Chulalongkorn Building, Faculty of Arts,

Chulalongkorn University

Bangkok, Thailand

Mr. Chairman

Ladies and Gentlemen

It gives me great pleasure and privilege to be invited to take part in this workshop. I would like to express my sincere appreciation to all of organizer for your kind invitation and warm welcome. This workshop provides me a good opportunity to share idea and learn from experienced experts and professors.

To comprehend about the current state of the East Asian studies in Lao PDR, it is necessary to look into the challenges that Lao PDR is facing in terms of economic and social development process. There are many challenges placing in front of the Lao government. This includes the moderate size of the economy and the small- scale of much of the domestic production; low GDP per capita (491 USD in 2004 and 752 in 2008(plan)); insufficient domestic income, savings and investment to increase production and accelerate development; and weak financial and monetary systems. Although the economic and social infrastructure has been developed for several years, but it is still not fully adequate to meet the growing development needs. The technological base is low and far behind from other countries in the region. The services sector is still growing slowly. The skilled human resources and skilled labour force are limited. It is necessary to invest immediately to improve the skills, but there is limitation of the budget, which restricts the ability of the nation's development. Erratic weather and climate changes, widespread diseases such as SARS and Avian Influenza (bird flu) are real threats. There are many social problems such as poverty, drug abuse, AIDS, and low salaries, which need to be solved immediately.

The real strait situation in the Lao PDR directly influences our action to implement the function of East Asian studies institutions in Lao PDR, because it relates to financial resources and human resources. Therefor, it is very hard to achieve a goal.

Next, I would like to outline about the objectives, activities, mandate, structure and the financial resource of the Centre for East Asian Studies. The Centre was established in November 2006 in the institute of Foreign Affairs (IFA), Ministry of Foreign Affairs.

Objectives are:

- To promote knowledge and understanding on East Asian region.
- To improve researcher's skills in conducting deep researches on East Asian region.
- To establish networks between the centre and other research institutions for sharing experience, data and information.

Scope of activities:

- To organize international seminar on East Asian by inviting prominent lecturers, experts, government officials and business people to discuss and exchange views and experiences.
- To host the regional meeting and conferences on academic issues related to East Asia when needed.

- To disseminate the research outcome on the East Asian Region, especially advantages and disadvantages on how to build the East Asian community.

Mandate:

- To conduct academic researches, especially on Track I and Track II.
- To liaise between other departments of the Foreign Affairs Ministry, other institutes of sectoral ministries, the National University of Laos and its professional organizations for collecting and exchanging of data and information regarding research activities.
- To share lessons and experiences with strategic partners and other countries.
- To participate and attend international meetings related to the East Asian studies.

Structure:

- The centre for East Asian Studies is a unit located in the Research Division, the director of the division, therefore, acts as the head of the Centre;
- The Centre for East Asian studies composed of staff and researcher of the Research Division and each one carries out researches according to their areas of specialization.

Financial resources:

- The financial resource of Centre is mainly covered by the Institute of Foreign Affairs, Ministry of Foreign Affairs.

On the other hand, there is another institution which relates to East Asian Studies. The Asian Research Centre was established in August 2002 at the National University of Laos. The main functions of the centre are to implement research projects with the aim to strengthen mutual understanding among Asian nations; and contribute to academic activities.

However, the fund constraint; qualified researcher; data; and information impede both institutions to implement their functions.

What should the Centre for East Asian Studies do in the future to contribute to the prosperity, stability and unity in East Asia?

- Set a clear vision.
- Seeking for financial support.
- Put the plan in to action.
- Attract more qualified researchers.
- Persistently carry out the function of centre.
- Improving research's skill.
- Getting more data, reference and related information.
- Share experiences and views with other East Asian Studied institutions.

Since its inception, the Centre for East Asian Studies could not go that far. Many

things lay ahead that need to be tackled. In the future we will make our big effort to fulfill the function of centre; meanwhile, we need your help and cooperation such as:

- Exchanging experience, views, data and information.
- Financial support.
- Improving research's skills.

Nowadays, all of East Asian countries found out how important the cooperation among East Asian countries is. We are all of East Asian countries that have common responsibilities in order to make our region more prosperous, more stable and more unite. In the future, we should strengthen our good relationship among East Asian Studies institutions by continually keeping in touch, sharing experience and information, helping new born institution.

In addition, I would like to inform you that you can share your information and research with our centre in your native language such as: Cambodian, Chinese, English, Thai and Vietnamese languages. In the future you also can share your research outcome and information with us by using Japanese and Korean language, because now we are looking for a chance to send our young researcher to Japan, Korea and other East Asian countries to study your native languages.

We are looking forward to sharing research outcome and information with you.

Thank you very much for your kind attention!

East Asian Studies at the Asian Center, University of the Philippines

By

Associate Professor Lily Ann Polo
Asian Center, University of the Philippines,

Presented at

**Workshop on
“Curriculum Development on East Asian Studies”
March 10 - 11, 2008**

**Maha Chulalongkorn Building, Faculty of Arts,
Chulalongkorn University
Bangkok, Thailand**

East Asian Studies at the U.P. Asian Center is under the umbrella of a graduate degree program consisting of two tracks: 1) Master of Arts in Asian Studies (with thesis); 2) Master in Asian Studies(no thesis).

This program is designed to enable the student to develop a deeper understanding and broader perspective of Asian countries through the area studies approach. It is also multidisciplinary in the sense that the program is focused on the social sciences like history, political science, anthropology, sociology,etc. and to a lesser extent, the humanities, like music and literature. Furthermore, the program is area-based : the student is required to specialize on a particular country within a specific geo-cultural region.

This paper will focus on the East Asian component of the Asian Studies graduate program at the Asian Center. It will present a brief background of the program and discuss the recently reorganized curriculum pertaining to East Asia in order to address certain issues, problems ,as well as challenges and prospects of curriculum development on East Asian Studies. Some specific examples of the revised/reorganized syllabi will be included in the Annex of this paper to demonstrate the extent of the revised curricular framework and the scope of the curriculum revisions.

Brief Background

The forerunner of the present Asian Center located in the Diliman Campus of the University of the Philippines was the Institute of Asian Studies, established by U.P. in 1955. Its mandate was to conduct research for the promotion and advancement of studies on Asia. This Institute was formally reorganized in 1968 as the Asian Center through Republic Act 5334. The Center was briefly (1973-1979) absorbed by the Philippine Center for Advanced Studies , but was eventually restored to its own niche.

Through the RA 5334, the Center became a degree-granting institution while continuing its research function.

Degree Programs

The Asian Center offers several degree programs:

- Master of Arts in Asian Studies (thesis track)
- Master in Asian Studies (non-thesis)
- Master of Arts in Philippine Studies (thesis track)
- Master in Philippine Studies (non-thesis)
- Ph.D. in Philippine Studies

East Asian Studies component in the Asian Studies Program

In July 2004, the Asian Center pushed for the restructuring of its Asian Studies program in order to come up with an up-dated, more in-depth and more discipline-oriented framework for study. Curricular revisions were proposed and later approved by the University Council .They were eventually implemented starting first semester 2005-2006 for the Northeast Asia curriculum, and first semester,2006-2007 for the Southeast Asia curriculum.

Changes in the curriculum may be summarized under four categories:

A. Revision of Courses

Change of Course Title: (example)

The term "East Asia" was redefined to refer to "northeast asia" i.e., China, Korea and Japan, as well as to "southeast asia" i.e., the ASEAN region. The idea behind this redefinition was to reflect the more contemporary Asian use of this more inclusive term. Previously,the old

program used "East Asia" to refer to China, Korea and Japan, a term that was made popular by Western scholars.

Addition of Course Description and Prerequisite

Old course titles are vague about the content or scope of the respective courses; the new descriptions are more explicit on content

Change in Course Credit

The new course may indicate if it could be taken twice by a student. Because the contents vary depending on the specialization and Disciplinary background of the professor. (example: Special Problems in Asian Studies).

B. Abolition of Courses : Some courses have not been offered for years; while others have been superseded by the institution of new courses.

C. Change in Program Requirements

There was an increase in the number of units required due to institution of two core courses.

D. Institution of Courses

The institution of another Core course and several Elective courses was aimed at widening the theoretical perspectives of the graduate students as well as injecting more relevance to the comparative and thematic courses on contemporary issues.

Another very significant change in the curriculum is the introduction of three country-specific seminars, focusing on three basic domains covered by country studies: socio-cultural, economic/ social and political. This change is aimed at presenting a more systematic multidisciplinary and thematic approaches to country studies. While the old program was more flexible in the sense that country study was viewed from the "modern" and "contemporary" periods, these new courses aim to present a more in-depth and theory-oriented approach.

Challenges and Prospects

The revised and reinvigorated East Asian studies curriculum of the Asian Studies graduate program of the Asian Center is still a work in progress. With the institution of more core courses, electives and specially the three country-specific seminars focusing on the three basic domains mentioned earlier, some challenges have been magnified.

- 1.) The thrust of the revitalized curriculum to strengthen the multidisciplinary area studies approach makes it imperative for the Asian Center to augment its faculty resources and improve its library collection and services. The Center currently has 16 full-time faculty members, 1 professorial lecturer and 1 professor emeritus. Although their academic training includes studies in history, political science, international relations, anthropology, sociology, public administration and music, the emphasis on the three differentiated country-specific seminars, each focusing on one of the three basic domains of socio-cultural, economic and political, makes it more difficult for just one or two professors to handle all three courses. There is the need to really implement team teaching, involving faculty members from other departments of the University. In the past, the Center has already sought the assistance of lecturers from other colleges and departments of the University, like the

History department, Art Studies, etc. This time, there is the greater need to involve other departments and colleges specially in the area of economics and economic development given the fact that there is a new country-study course focusing on economic and social development.

More recently, the Center has been inviting visiting professors from other Asian countries, like Korea, to teach/team teach a country-study course for a semester or even a whole year. Other visiting professors (from India and Japan) present a series of lectures for a few weeks or a month focused on issues of a particular Asian country or a region.

Another project that could be undertaken in connection with this issue is initiating audio-visual conferences between and among university students and professors in the East Asian region. This would serve to broaden the students' horizon and exposure to the ideas of their fellow Asian students and professors.

- 2) There is a need for cultural immersion and more intensive language training in the student's country of specialization. Many graduate students at the Center have had the opportunity to visit their country of specialization under some kind of scholarship program from the host country like Japan, Korea and China. In fact, the availability of these foreign scholarships is one major factor for the student's choice of his/her country major.

The Center envisions institutionalizing a "sandwich program" with other East Asian universities whereby the student could attend courses and gain credit units for a semester or a year, in a university of his/her country of specialization.

- 3) Exchange of publications and /or book donations (from the richer countries in the Region) will definitely enrich the library collection of the Center. The Asian Center library has been the recipient of book donations from Japan Foundation, Korea Foundation and Korea International Cooperation Agency (KOICA). These two governments have also been consistently sending journals and magazines to the library.
- 4) The "graying" of the faculty and staff of the Center. There is need to recruit new blood to invigorate the program. Faculty training in the area studies/multi-disciplinary approach is a long and expensive process. The Center has taken some steps toward this goal: hiring new faculty members and sending newer ones to study and train in their region of specialization. However, budgetary constraint in the University dulls the competitive edge in the hiring of more qualified staff.

Indeed the development of a relevant and competitive academic program in area studies within an ever changing world is a long, tedious and expensive undertaking. This is even made more difficult by financial and budgetary constraints. Despite all these, the important thing, based on the Asian Center's experience so far, is to be persistent and creative in achieving the institution's goals: be it in reorganizing /reinvigorating the curriculum or ensuring the survival of the institution as a whole. Of course, inspired leadership with a well-defined mission/vision also makes a lot of the difference!

Lily Ann Polo
Associate Professor
Asian Studies Program
Asian Center, University of the Philippines

**Asian Center, University of the Philippines
Courses Offered as of AY 2007-2008**

Asian Studies

Core courses

AS 201	Asia in Antiquity
AS 201-A	Modern Asia
AS 210	Theories and Perspectives on Area Studies
AS 299	Research Methods

Electives

AS 202	The East-West Encounter
AS 203	Nationalism and National Development
AS 204	Agrarian Development and the Peasantry in Asia
AS 205	Industrialization and Urban Development in Asia
AS 206	Philosophies and Religions of Asia
AS 207	Arts of Asia
AS 208	Socialism and Capitalism in Asia
AS 211	Security Issues in the Asia Pacific
AS 212	Regionalism and Community Building in Asia
AS 220	Modern Chinese Texts
AS 221	Modern Japanese Texts
AS 241	Modern Indonesian Texts
AS 298	Special Problems in Asian Studies

Courses for area of specialization

AS 230	Seminar on Northeast Asia
AS 234	Special Problems: Northeast Asia
AS 235.1	Social and Economic Development in China
AS 235.2	Politics and Governance in China
AS 235.3	Culture and Society in China
AS 236.1	Social and Economic Development in Japan
AS 236.2	Politics and Governance in Japan
AS 236.3	Culture and Society in Japan
AS 237.1	Social and Economic Development in Korea
AS 237.2	Politics and Governance in Korea
AS 237.3	Culture and Society in Korea
AS 250	Seminar on Southeast Asia
AS 252	Readings on Southeast Asia I
AS 253	Readings on Southeast Asia II
AS 255.1	Social and Economic Development in Southeast Asia
AS 255.2	Politics and Governance in Southeast Asia
AS 255.3	Culture and Society in Southeast Asia
AS 254	Special Problems: Southeast Asia
AS 256	International Relations of Southeast Asia and ASEAN
AS 260	Seminar on South Asia I
AS 261 (A-Z)	Seminar on South Asia II (Country Focus)
AS 262	Readings on South Asia I
AS 263	Readings on South Asia II
AS 264	Special Problems: South Asia
AS 280	Seminar on West Asia I
AS 281 (A-Z)	Seminar on West Asia II
AS 282	Readings on West Asia I
AS 283	Readings on West Asia II
AS 284	Special Problems: West Asia

AS 300

Thesis in Asian Studies

Languages (non-credit)

Intensive Bahasa Malaysia/Indonesia A & B

Intensive Chinese (Mandarin) A & B

Intensive Nihongo A & B

Korean Language Extension Program

Relevant courses in Philippine Studies Program**Course Code:** *Philippine Studies 264***Course Title:** *History and Development of Philippine Foreign Relations***Course Description:** Critical examination of the historical development of Philippine foreign relations; analysis of issues in Philippine foreign relations with selected countries and geographic areas from pre-colonial period up to the end of the Cold War.**Course Code:** *Philippine Studies 264***Course Title:** *History and Development of Philippine Foreign Relations***Course Description:** Critical examination of the historical development of Philippine foreign relations; analysis of issues in Philippine foreign relations with selected countries and geographic areas from pre-colonial period up to the end of the Cold War.**Curricular Framework**

	MA AS Plan A (with thesis)	MA AS Plan B (non-thesis)
Core	12 units	12 units
Specialized	12	12
Electives**	3	15
Thesis	6	-
Total units	33	39

Example: a Japan major (Plan A, with thesis) will have to enroll in a total of 33 units, viz:

12 units of core courses: AS 201 Asia in Antiquity
AS 201-A Modern Asia
AS 210 Theories and Perspectives on Area Studies
AS 299 Research Methods

12 units of specialized courses: AS 230 Seminar on Northeast Asia
AS 236.1 Social & Econ. Devt. in Japan
AS 236.2 Politics & Governance in Japan
AS 236.3 Culture and Society in Japan

3 units of electives AS 202, 203, 204, 205, 206, 207,
AS 208, 211, 212, 298, 221, 234
plus

6 units of thesis: AS 300

33 units

A Japan major (Plan B, without thesis) will have to enroll in fifteen (15) units of electives from among : AS 202, 203, 204, 205, 206, 207, 208, 211, 212, 298, 221, 234

Curricular Framework for Southeast Asian Studies

MA AS Plan A (with thesis) **Major in SEA**

Core	12 units
Specialized	15
Electives	3
Thesis	6

Total units **36**

Language Proficiency Comprehensive Exam Thesis

MA AS Plan B (non-thesis) **Major in SEA**

Core	12 units
Specialized	24
Electives	6
Thesis	-

Total units **42**

Language Proficiency Comprehensive Exam

Example: a Southeast Asia major (Plan A, with thesis) will have to enroll in a total of 36 units, viz:

12 units of core courses:	AS 201	Asia in Antiquity
	AS 201-A	Modern Asia
	AS 210	Theories and Perspectives on Area Studies
	AS 299	Research Methods
15 units of specialized courses:	AS 250	Seminar on Southeast Asia
	AS 255.1	Social & Economic Development in SEA
	AS 255.2	Politics & Governance in SEA
	AS 255.3	Culture and Society in SEA
	AS 256	International Relations of SEA and ASEAN
3 units of electives	AS 202, 203, 204, 205, 206, 207, AS 208, 211, 212, 298, 221, 252, 253, 254	
plus		
6 units of thesis:	AS 300	

36 units

A Southeast Asia major (Plan B, non-thesis) will have to enroll in the same number of core courses, twenty four (24) units of SEA-related courses, and six (6) units of electives for a total of 42 units.

ASIAN CENTER
University of the Philippines
Diliman, Quezon City

Course Code: *Philippine Studies 264*

Course Title: *History and Development of Philippine Foreign Relations*

Course Description: Critical examination of the historical development of Philippine foreign relations; analysis of issues in Philippine foreign relations with selected countries and geographic areas from pre-colonial period up to the end of the Cold War.

Course Credit: 3 units

Course Objectives: At the end of the semester, the student should be able to:

1. discuss the historical development of Philippine foreign relations up to the end of the Cold War period;
2. compare and contrast the foreign relations of the Philippines with selected countries (China, Taiwan, Japan, US) and geographic areas (Southeast Asia, West Asia);
3. identify the issues that shaped and influenced the formulation and implementation of Philippine foreign policies; and
4. explain whether the foreign policies of the Philippines during the Cold War period were supportive of its national interests.

Course Outline:

Week 1	Introduction: scope and objectives of course; course requirements and expectations
Week 2	Discussion of key terms and concepts (foreign relations, foreign policy, diplomacy, national interests, attributes of national power, actors in the international community, rights and duties of a state under international law, bilateralism, multilateralism, regionalism, balance of power, Cold War, etc.); critical analysis of selected international relations theories (realism and neo-realism, liberalism and neo-liberalism, constructivism, etc.)
Week 3	Philippine foreign relations with China and Japan during the pre-colonial period
Week 4	Philippine foreign relations with Southeast Asian countries and other countries during the pre-colonial period
Week 5	Philippine foreign relations with China, 1565-1946
Week 6	Philippine foreign relations with Japan, 1565-1946
Week 7	Philippine foreign relations with Southeast Asia, 1565-1946

Week 8	Philippine foreign relations with the United States, 1565-1946
Week 9	Synthesis: Philippine foreign relations from pre-colonial period to 1946
Week 10	Philippine foreign relations with China and Taiwan from postwar period to end of Cold War
Week 11	Philippine foreign relations with Japan from postwar period to end of Cold War
Week 12	Philippine foreign relations with Southeast Asia from postwar period to end of Cold War; the Philippines and the ASEAN
Week 13	Philippine foreign relations with West Asia (or Middle East) from postwar period to end of Cold War; the Philippines and the OIC
Week 14	Philippine foreign relations with the United States from postwar period to end of Cold War
Week 15	Synthesis (Part I): Philippine foreign relations from postwar period to end of Cold War
Week 16	Synthesis (Part II): Philippine foreign relations from postwar period to end of Cold War

Course Requirements:

Seminar paper (30%)
 Class participation (20%)
 Reaction papers (20%)
 Final Examination (30%)

Readings (Tentative List)**Books**

Agoncillo, Teodoro. *The Fateful Years: Japan's Adventure in the Philippines, 1941-1945*. Quezon City: R. P. Garcia, 1965.

Baviera, Aileen and Yu-Jose, Lydia (Eds.). *Philippine External Relations: A Centennial Vista*. Pasay City: Foreign Service Institute, 1998.

Buss, Claude. *The United States and the Philippines: Background for Policy*. Washington, DC: American Enterprise Institute for Public Policy Research, 1977.

Carino, Theresa. *Perspectives on Philippine Foreign Policy Towards China* (Ed). Philippine Association for Chinese Studies, 1993.

Castro, Pacifico. *Diplomatic Agenda of Philippine Presidents, 1946-1986*. Manila: Foreign Service Institute, 1985.

_____. *Agreements on US Military Facilities in Philippine Military Bases, 1947-1985*. Manila: Foreign Service Institute, 1985.

Corpuz, Onofre. ***The Roots of the Filipino People***. Quezon City: Aklahi Foundation, 1989.

De Guzman, Raul and Reforma, Mila (Eds.). ***Government and Politics of the Philippines***. Singapore: Oxford University Press, 1989. See Salvador Lopez, "The Foreign Policy of the Republic of the Philippines."

Domingo, Benjamin. ***The Making of Filipino Foreign Policy***. Manila: Foreign Service Institute, 1983.

_____. ***The Remaking of Philippine Foreign Policy***. Diliman, Quezon City: Asian Center, University of the Philippines, 1993

Golay, Frank. ***Face of Empire: United States-Philippine Relations, 1898-1946***. Quezon City: Ateneo de Manila University Press, 1997.

Golay, Frank (ed). ***The United States and the Philippines***. Engelwood Cliffs: Prentice Hall, 1966.

Jenkins, Shirley. ***American Economic Policy Toward the Philippines***. Stanford: Stanford University Press, 1954.

Laarhoven, Ruurdje. ***The Maguindanao Sultanate in the 17th Century: Triumph of Moro Diplomacy***. Quezon City: New Day Publishers, 1989.

Majul, Cesar. ***Muslims in the Philippines***. Quezon City: UP Asian Center, 1974.

Meyer, Milton. ***A Diplomatic History of the Republic of the Philippines***. Hawaii: University of Hawaii Press, 1965.

Noble, Lela Garner. ***Philippine Policy Towards Sabah***. Tucson: University of Arizona Press, 1977.

Ohno, Takushi. ***War Reparations and Peace Settlement: Philippine-Japan Relations***, Manila: Solidaridad, 1986.

Paez, Patricia Ann. ***The Bases Factor: Realpolitik of RP-US Relations***. Quezon City: Center for Strategic and International Studies of the Philippines, 1985.

Salamanca, Bonifacio. ***Towards a Diplomatic History of the Philippines***. Quezon City: University of the Philippines Press, 1995.

_____. ***Filipino Reaction to American Rule, 1901-1913***. Quezon City: New Day, 1984.

Salazar, Zeus. ***The Malayan Connection: Ang Pilipinas sa Dunia Malaya***, Manila: University of the Philippines Press, 1997.

Saniel, Josefa. ***Japan and the Philippines, 1868-1898***. Quezon City: University of the Philippines, 1969.

Simbulan, Roland. ***The Bases of our Insecurity: A Study of US Military Bases in the Philippines***. Metro Manila: Balai Fellowship, 1985.

Tan, Samuel. ***Internationalization of the Bangsa Moro Struggle***. Quezon City: Center for Integrative and Development Studies, UP, 1993.

_____. ***A History of the Philippines***. Quezon City: Philippine National Historical Society, 1997.

Tarling, Nicholas (ed.). ***Sulu and Sabah***. Kuala Lumpur: Oxford University Press, 1988.

Taylor, George. ***The Philippines and the United States: Problems of Partnership***. New York: Praeger, 1964.

The ASEAN: Thirty Years and Beyond. Manila: University of the Philippines Law Center, 1997.

Villacorta, Wilfrido and Carlos, Ma. Reinaruth (Eds.). ***Towards a Shared Future Through Mutual Understanding: Proceedings of the First International Conference on Philippine-Japan Relations***, 28-29 July 1995. Manila: De La Salle University Press, 1996.

Journal Articles

Guerrero, Milagros. "A Survey of Japanese Trade and Investments in the Philippines, with special references to Philippine-American Reactions, 1900-1941," ***Philippine Social Sciences and Humanities Review***, March 1966.

Quiason, Serafin, "Some Notes on the Japanese Community in Manila: 1898-1941," ***Solidarity***, September 1968,

Scott, William Henry. "Filipinos in China Before 1500," ***Asian Studies***, April/August/December 1983.

Tan, Antonio. "The Chinese in the Philippines and the Chinese Revolution of 1911," ***Asian Studies***, Vol. VIII, No. 1, April 1970.

Wu Ching-hong. "A Study of References to the Philippines in Chinese Sources from The earliest times to the Ming Dynasty," ***Philippine Social Science and Humanities Review***, 1959.

Foreign Relations Journal, Vol. 1, No. 3. Manila: Philippine Council for Foreign Relations, September 1986. See in particular the following:

Yan, Manuel, "SEATO: Whither the Manila Pact," pp. 25-31.

Ingles, Jose, "The Philippines and the Non-Aligned Movement," pp. 31-38.

Reyes, Narciso, "Scenario for the Bases Issue," pp. 81-94.

Foreign Relations Journal, Vol. II, No. 1. Manila: Philippine Council for Foreign Relations, May 1987. See in particular the following:

Hernandez, Carolina, "The Bases Issue: Regional and National Security Implications," pp. 39-50.

Ingles, Jose, "A New and Independent Foreign Policy," pp. 121-134.

Foreign Relations Journal, Vol. IV, No. 1. Manila: Philippine Council for Foreign Relations, March 1989. See in particular the following:

Manglapus, Raul, "*Development Diplomacy: Filipino, Free, Farseeing*," pp. 1-20.

Pante, Filologo, "*Japan's Aid to ASEAN: Present Realities and Future Challenges*," pp. 42-73.

Del Rosario, Ramon, "*The Future of Philippine-Japan Economic Relations*," pp. 74-85.

Coquia, Jorge, "*The Legal Aspects of the US Mutual Defense Agreements*," pp. 86-114.

Foreign Relations Journal, Vol. IV, No. 3. Manila: Philippine Council for Foreign Relations, October 1989.

Ortiz, Alan, "*Philippine Foreign Relations: The Global and Regional Context*," pp. 25-38.

Morales, Natalia Ma. Lourdes, "*The Mini-Marshall Plan and the US Role*," pp. 39-74.

(Note: Students are encouraged to make use of books and journal articles not included in the above list provided these are course-relevant and written by reputable scholars and specialists.)

Course Number: AS 256

Course Title: International Relations of Southeast Asia and ASEAN

Course description: Seminar course examining the historical, ideological, cultural, economic and political foundations of international relations in Southeast Asia. The course also explores contemporary issues and problems in the external linkages of Southeast Asia and ASEAN and how these may have an impact on the Philippines.

Course Credit: 3 units

Pre-requisite: None

Course objectives:

At the end of the semester, the student should be able to:

1. Identify and explain the historical, ideological, cultural, economic and political foundations of international relations in Southeast Asia
2. Evaluate contemporary problems and issues in international relations in the sub-region
3. Analyze critically the role and impact of historical and contemporary issues and developments on the Philippines

Course requirements (for illustration only):

Report (20%)

Seminar paper (40%)

Final Exam (40%)

Course outline:

1st week	Introduction: perspectives, methodologies and scope of the course
2nd week	Pre-Modern Southeast Asia Maritime Southeast Asia Trading relations and voyaging Mandala, the tribute system of early kingdoms and shifting allegiances
3rd week	SEA International relations in the colonial period European colonialism, colonial policies on interstate relations of their colonies Impact of anti-colonial and nationalist struggles People-to-people contacts despite colonialism
4th week	International relations of the new post-colonial states Effects of independence on the people and the ruling elite The Bandung spirit Redefining relations with colonizers
5th week	Southeast Asia during the Cold War Ideological conflict and alliances with the great powers; the invention of "Southeast Asia" Impact of the Indochina wars The beginnings of regionalism: SEATO, MAPHILINDO, ASA
6th week	The early development of ASEAN The philosophy of 'national resilience' ASEAN as a cultural community

The dilemmas of neutralism and non-alignment
Regional cooperation: its promise and constraints

- 7th week Post-Cold War security perceptions**
Changing paradigms: from state security to human security, from military defense to comprehensive security
Realist and constructivist explanations of post-Cold War adjustment
Security complex, security community or security regime
- 8th week Southeast Asia in the international political economy**
Southeast Asia in the international division of labor
Capital and technology transfers
Trade and investment patterns
- 9th week ASEAN and economic integration**
AFTA
Growth triangles and subregional initiatives (SIJORI, BIMP-EAGA)
The 1997 Asian crisis: impact on Southeast Asian international relations
- 10th week Community building in ASEAN and beyond**
Managing ASEAN expansion
ASEAN dialogue relations
ASEAN in APEC, ASEM, ARF
The ASEAN plus Three
- 11th week Issues in globalization in Southeast Asia**
The challenge to state sovereignty
Regionalization versus globalization
Gender, rights, and globalization
Southeast Asian diasporas
- 12th week Bilateral relations of ASEAN member-states**
Integrative variables in ASEAN: consensus-building and mutual accommodation
Issues and problems in intra-ASEAN relations
ASEAN approaches to conflict management
- 13th week ASEAN and the major powers**
ASEAN diplomacy towards great powers, achievements and challenges
Issues and problems in ASEAN relations with US and Japan
Issues and problems in ASEAN relations with China and India
- 14th - 15th weeks**

Presentation of papers
- 16th week Integration**

PARTIAL LIST OF REFERENCES

- Acharya, Amitav. **The Quest for identity: International Relations of Southeast Asia**. Oxford: Oxford University Press, 2000.
- Acharya, Amitav. "Imagined Proximities: The Making and Unmaking of *Southeast Asia* as a Region," Southeast Asian Journal of Social Science, 1999, Vol. 27 Issue 1, p55, 22p
- Acharya, Amitav. **Constructing a Security Community in Southeast Asia: ASEAN and the Problem of Regional Order**. London: Routledge, 2001.
- Alagappa, Muthiah, ed. **Asian Security Practice: Material and Ideational Influences**. Stanford, California: Stanford University Press, 1998.
- Anand, R.P. and Quisumbing, Purificacion (eds.). **ASEAN Identity, Development and Culture**. Quezon City: University of the Philippines Law Center, 1981
- Antolik, Antonio. **ASEAN and the Diplomacy of Accommodation**. Armonk, New York: Sharpe, 1990.
- Anwar, Dewi Fortuna. **Indonesia in ASEAN. Foreign Policy and Regionalism**. Singapore: ISEAS, 1994.
- Chia Siow Yue and Marcello Pacini (eds.). **ASEAN in the New Asia. Issues and Trends**. Singapore: ISEAS, 1997.
- Fifield, Russell H. **National and Regional Interests in ASEAN Competition & Cooperation in International Politics**. Singapore: ISEAS, 1979.
- Garnaut, Ross (ed.). **ASEAN in a Changing Pacific and World Economy**. Australia: Australian National University, 1980.
- Inter-Ethnic Relations in the Making of Mainland Southeast Asia and Southwestern China**: Collection of Revised Papers Originally read at the International Workshop on Inter-ethnic Relations in the Making of Mainland Southeast Asia and Southwestern China. Bangkok: Amarin Print, and Pub. Public Co., 2002.
- Johnston, Alastair Iain. "The Myth of the 'ASEAN Way'? Explaining the Evolution of the ASEAN Regional Forum." In **Imperfect Unions: Security Institutions over Time and Space**. Eds. Helga Haftendorn, Robert O. Keohane and Celeste A. Wallander. Oxford: Oxford University Press, 1999
- Kwan, C. H. **Yen Bloc. Toward Economic Integration in Asia**. Washington, D. C.: Brookings Institution Press, 2001.
- Leong, Stephen (ed.) **ASEAN Towards 2020. Strategic Goals and Future Directions**. K.L.: ISIS Malaysia, 1998.
- Michio Kimura (ed.). **Multi-Layered Regional Cooperation in Southeast Asia after the Cold War**. Tokyo: Institute of Development Economics, 1995.
- Neher, Clark D. **Southeast Asia in the New International Era**. Boulder, Colorado: Westview Press, 1991.
- New Directions in International Relations of Southeast Asia. The Great Powers and Southeast Asia**. Singapore: Singapore University Press, 1973.
- Nischalke, Tobias Ingo. "Insights from ASEAN's Foreign Policy Cooperation," Contemporary Southeast Asia 22, no.1 (Apr. 2000) : 89-112.
- Okabe, Tatsumi. **Twenty Years of ASEAN. Its Survival and Development**. Tokyo: JIIA, 1998.
- Rajendran, M. **ASEAN's Foreign Relations. The Shift to Collective Action**. Kuala Lumpur: arenabuku sdn. Bhd.: 1985.
- Sandhu, K. S., et.al. **The ASEAN Reader**. Singapore: ISEAS, 1992.
- Sekiguchi Suelo and Noda Makito (eds.). **Road to ASEAN-10**. Tokyo: Japan Center for International Exchange, 1999.
- Sereno, Maria Lourdes A. and Santiago, Joseph Sedfrey (eds.). **ASEAN: 30 Years and Beyond**. Quezon City: Institute of International Legal Studies and the UP Law Center, 1997.
- Solidum, Estrella. **Bilateral Summitry in ASEAN**. Manila: Foreign Service

- Institute, 1982.
- _____. **The Politics of ASEAN. An Introduction to Southeast Asian Regionalism.** Singapore: Eastern University Press, 2003.
- Solingen, Etel. "ASEAN: Quo Vadis? Domestic Coalitions and Regional Cooperation." Contemporary Southeast Asia 21, no. 1 (Apr. 1999) : 30-53.
- Sukma, Rizal. "Indonesia's Perceptions of China: The Domestic Bases of Persistent Ambiguity." In **The China Threat: Perceptions, Myths and Reality**. Eds. Herbert Yee and Ian Storey. New York: RoutledgeCurzon, 2002.
- Thumboo, Edwin (ed.). **Cultures in ASEAN and the 21st Century**. Singapore: Unipres, 1996.
- Weatherbee, Donald E. (ed.). **Southeast Asia Divided. The ASEAN- Indochina Crisis**. Boulder, Colorado: Westview Press, 1985.

ASIAN CENTER
University of the Philippines
Diliman, Quezon City

Course Code: Philippine Studies 269

Course Title: Philippine Foreign Relations with East Asia

Course Description: Critical examination of Philippine foreign relations with East Asia from end of the Cold War period to present.

Course Credit: 3 units

Course Objectives: At the end of the semester, the student should be able to:

1. discuss how the Philippines has been conducting its foreign relations (politico-military, economic, socio-cultural, etc.) with countries in East Asia (Northeast Asia and Southeast Asia) from end of the Cold War period to present, as well as evaluate the outcome of its foreign relations with these countries;
2. critically examine the bilateral and multilateral agreements (and declarations) concluded by the Philippines with East Asian countries, particularly with China, Taiwan, Japan, South Korea, North Korea and the ASEAN member-states, and the issues raised against and in support of these agreements and declarations;
3. analyze the role played by the Philippines in the ASEAN and the impact of the establishment of the ASEAN Regional Forum (ARF) and the ASEAN Community (ASEAN Economic Community, ASEAN Security Community and ASEAN Socio-Cultural Community) on Philippine foreign relations; and
4. evaluate the impact of the establishment of the East Asia Community (East Asia Economic Community, East Asia Security Community and East Asia Socio-Cultural Community) and its multilateral initiatives on Philippine foreign relations.

Course Outline:

Week 1	Introduction: scope and objectives of course; course requirements and expectations
Week 2	Comparative study of the selected attributes of the countries composing Northeast Asia (political, economic, military socio-cultural, geographic, alliance system, etc.) and the major developments in the sub-region that have affected (or continue to affect) the conduct of Philippine foreign relations
Week 3	Comparative study of the selected attributes of the countries composing Southeast Asia (political, economic, military, socio-cultural, geographic, alliance system, etc.) and the major developments in the sub-region that have affected (or continue to affect) the conduct of Philippine foreign relations.
Week 4	Philippine foreign relations with China (to include Hong Kong and Macau) and Taiwan
Week 5	Philippine foreign relations with Japan

Week 6	Philippine foreign relations with South Korea and North Korea
Week 7	The East Asia Community: its implications to Philippine foreign relations
Week 8	Philippine foreign relations with Singapore
Week 9	Philippine foreign relations with Thailand:
Week 10	Philippine foreign relations with Malaysia
Week 11	Philippine foreign relations with Indonesia
Week 12	Philippine foreign relations with Vietnam and other ASEAN states
Week 12	The ASEAN Free Trade Area (AFTA) and the ASEAN Economic Community: implications to Philippine foreign relations
Week 13	The ASEAN Regional Forum (ARF) and the ASEAN Security Community: implications to Philippine foreign relations
Week 14	The ASEAN Socio-Cultural Community and other ASEAN socio-cultural initiatives: implications to Philippine foreign relations
Week 15	The Philippines, East Asia and the United States
Week 16	Synthesis: Philippine Foreign Relations with East Asia – Current Issues, Trends and Future Prospects

Course Requirements:

- Seminar Paper (30%)
- Class Participation (20%)
- Reaction papers (20%)
- Final examination (30%)

Readings (Tentative List):

Abueva, Jose, et.al. ***The Ramos Presidency and Administration: Record and Legacy (1992-1998)***. Quezon City: University of the Philippines Press, 1998.

Baviera, Aileen. ***Comprehensive Engagement: Strategic Issues in Philippine-China Relations***. Manila: Philippine-China Development Resource Center, 2000.

Baviera, Aileen and Yu-Jose, Lydia (Eds.). ***Philippine External Relations: A Centennial Vista***. Pasay City: Foreign Service Institute, 1998.

Carino, Theresa (ed.). ***China-ASEAN Relations: Regional Security and Cooperation***. Quezon City: Philippine-China Development Center, 1998.

Dagdag, Edgardo E. ***Philippine-US Defense Relations after 1991***. A professorial chair lecture published by the Asian Center as an occasional paper. December 2005.

- Dela Cruz, Rolando (ed.). ***Image and Reality: Philippine-Japan Relations Towards the 21st Century***. Institute of International Legal Studies, University of the Philippines Law Center, 1998.
- Escolar, Royce Elvin. ***An Analysis of Industry and Sector-Specific Impacts of a Japan-Philippines Economic Partnership***. Discussion Paper Series No. 2004-06. Makati City: Philippine Institute for Development Studies, 2004.
- Gaa, Willy. ***Philippines-China Agreements (1975-2005): Bridges Towards the Golden Age of Partnership***. Beijing: Philippine Embassy in China.
- Ikehata, Setsuho and Yu-Jose, Lydia (Eds.). ***Philippine-Japan Relations***. Ateneo de Manila University, 2003.
- Kawai, Masahiro and Takagi, Shinji. ***Japan's Official Development Assistance: Recent Issues and Future Directions***. Washington, D.C.: The World Bank East Asia and Pacific Region, 2001.
- Kawashima, Yutaka. ***Japanese Foreign Policy at the Crossroads: Challenges and Options for the Twenty-First Century***. Washington, D.C.: Brookings Institution Press, 2003.
- Leong, Ho Khai and Chung, Hou Kok (Eds.). ***Ensuring Interests: Dynamics of China-Taiwan Relations and Southeast Asia***. Kuala Lumpur: Institute of China Studies, University of Malaya, 2006.
- Mendl, Wolf. ***Japan's Asia Policy: Regional Security and Global Interests***. London: Routledge, 1995.
- Ministry of Foreign Affairs, Japan. ***Agreement between Japan and the Republic of the Philippines for an Economic Partnership***. Document, Embassy of Japan, Manila, 2006.
- National Statistics Office, Philippines. ***Foreign Trade Statistics of the Philippines***.
- Noordin, S. and See T.C. ***ASEAN at the Crossroads***. Institute of Strategic and International Studies, Malaysia, 1997.
- Palanca, Ellen (ed.). ***China's Economic Growth and the ASEAN***. Makati: Philippine APEC Study Center Network and Philippine Institute for Development Studies, 2001.
- Philippine Diplomacy in the 21st Century***. Published by the Hanns Seidel Foundation in cooperation with the Foreign Service Institute, April 2004.
- Policy Statements of President Gloria Macapagal Arroyo***. No. 5, Vol. 12, May 2003. Manila: Office of the Press Secretary.
- Relevance and Change: Foreign Policy under the Administration of President Gloria Macapagal Arroyo***. Pasay City: Office of the Secretary, Department of Foreign Affairs, 2004.
- Rodriguez, Ronald. ***Understanding the Political Motivations Behind Japan's Pursuit of An EPA with the Philippines: Considerations for the Philippines Side***. Discussion Paper Series No. 2004-09. Makati City: Philippine Institute for Development Studies, 2004.

Salonga, Jovito. ***The Senate Said No.*** (to the ratification of the RP-US Treaty of Friendship, Cooperation and Security). Quezon City: University of the Philippines Press, 1995.

Setsuho, Ikehata and Yu-Jose, Lydia (Eds.) ***Philippines-Japan Relations.*** Quezon City: Ateneo de Manila University Press, 2003.

Siazon, Domingo. ***Philippine Foreign Policy Overview.*** Manila: Foreign Service Institute, 1996.

_____. ***Preparing for the 21st Century: Challenges for Philippine Foreign Policy.*** Manila: Foreign Service Institute, 1996.

The Visiting Forces Agreement: The Senate Decision. Pasay City: Senate of the Philippines, 1999.

Web Japan. ***Major Recipient Countries of Japan's Bilateral ODA (1996-2004).*** Internet.

Web Japan. ***Trend in Japan's Bilateral ODA by region (1980-2004).*** Internet.

Yu-Jose, Lydia. ***Philippines-Japan Economic Partnership: Where is the Philippines in Japan's Plan?*** Discussion Paper Series No. 2004-29. Makati City: Philippine Institute for Development Studies, 2004.

(Note: Students are encouraged to make use of books and journal articles not included in the above list provided these are course-relevant and written by reputable scholars and specialists.)

Course No. AS 212

Course Title: Regionalism and Community Building in Asia

Credits: 3 units

Prerequisite: none

Course Description: Study of the growing trend towards higher forms of association surpassing nation-state boundaries, affecting both state actors and non-state actors.

Course Objectives:

In the course of the semester, the student should be able to:

1. Explain the major theories, concepts and the practices of regionalism as they apply to Asia;
2. Explain the historical foundations of Asian regionalism;
3. Define and analyze issues of Asian identity(ies), and the goals, challenges as well as possibilities for different levels of community building by state as well as by non-state actors.

Course outline:

1 st week	Introduction: Objectives, Course Requirements, Overview
2 nd week	Theoretical Perspectives on Regional Integration Theories of integration Understanding Pan-Asianism: Historical, Cultural, and Ideological Foundations
3 rd week	Social and Economic Factors Influencing Regionalism Economic Interdependence and Migration The Role of Transportation, Communications and Technology.
4 th week	Social, Cultural and Economic Factors Influencing Regionalism Leadership and the Nationalist Elite Strategic Perceptions
5 th week	ASEAN (1) Overview, Structures and Processes Economic Cooperation in ASEAN
6 th week	ASEAN (2) Political and Security Cooperation in ASEAN
7 th week	ASEAN (3) Cultural and Functional Cooperation in ASEAN
8 th week	East Asian regionalism The ASEAN Plus Three (China, Japan, Korea) Northeast Asian Dialogue and Cooperation

9 th week	South Asian regionalism Centripetal and Centrifugal Forces in South Asia. The SAARC Experience.
10 th week	Asia Pacific regionalism (1) Asia Pacific Economic Cooperation (APEC)
11 th week	Asia Pacific regionalism (2) The ASEAN Regional Forum (ARF)
12 th week	Subregional Initiatives Mekong Subregion Cooperation BIMP-EAGA Initiative
13 th week	Civil Society Community Building NGO Networks Track Two Processes The Role of Epistemic Communities
14 th week	Transnational communities in Southeast Asia. Pan-Islamic, Pan-Malay Movements The Chinese and Indian diasporas in SEA
15 th week	Presentation of Term Papers
16 th week	Integration

Partial Reading List:

Huntington, S. (1996). The Clash of Civilizations and the Remaking of World Order. Simon & Schuster.

Chapter VI: The Cultural Reconfiguration of Global Politics, pp. 125-154.

Funabashi, Y. (1993). The Asianization of Asia. In *Foreign Affairs*, 72/5, November/December.

Severino, R. (2000). Sovereignty, Intervention And The ASEAN Way. ASEAN Scholars' Roundtable Organized By The Konrad Adenauer Foundation and The Singapore Institute Of International Affairs Singapore.

Nischalke, T.I. (2000). Insights From ASEAN's Foreign Policy Cooperation: The 'ASEAN Way', A Real Spirit Or A Phantom? In *Contemporary Southeast Asia*, 22/1, April.

Hernandez, C. (1995) ASEAN Perspectives On Human Rights And Democracy In International Relations. UP: Center For Integrative And Development Studies, Occasional Papers Series No. 95-6.

Anwar, D.F., (1995). Twenty-Five Years Of ASEAN Political Cooperation. In H. Soesastro , ed. *ASEAN In A Changed Regional And International Political Economy*. Jakarta : Centre For Strategic And International Studies.

Solidum, E. (2001) ASEAN: Ten for All. Quezon City: JMC Press.

Chapter V: Functional Cooperation in ASEAN; Chapter VI: Economic Cooperation in ASEAN.

Acharya, A. (1995). Making Multilateralism Work: ARF And Security In The Asia Pacific. In Everett and Somerville, eds. *Multilateral Activities in Southeast Asia*. Washington: National Defense University Press.

Johnston, A. I. (1999). The Myth of the ASEAN Way? Explaining the Evolution of the ASEAN Regional Forum. In H. Haftedorn, R. O. Keohane & C. Wallander, *Imperfect Unions: Security Institutions over Time and Space*. Oxford University Press.

Wesley, M. (1999). The Asian Crisis and the Adequacy of Regional Institutions. In *Contemporary Southeast Asia* 21/1, April: pp 55-73.

Wang Gungwu (1995). Southeast Asian Chinese and the Development of China. In L. Suryadinata, ed. *Southeast Asian Chinese and China: The Politico-Economic Dimension*. Times Academic Press.

Course No. AS 211

Course Title: Security Issues in Asia and the Pacific

Credits: 3 units

Prerequisite: none

Course Description: Seminar on contemporary problems in the security of countries and peoples of the Asia Pacific since the end of the Cold War.

Course Objectives:

In the course of the semester, the student should be able to:

1. Identify and discuss major post-Cold War security issues in Asia and the Pacific;
2. Analyze critically various policy approaches to conflicts and draw implications for the Philippines;
3. Apply various theoretical perspectives and analytical tools for addressing different types of security issues in the Asia Pacific region.

Course outline:

1 st week	Introduction: Objectives, Course Requirements, Overview
2 nd week	Security and International Relations Theory (1) Realism and Neorealism Liberal Institutionalism
3 rd week	Security and International Relations Theory (2) Constructivism Marxist Theories in IR Critical Perspectives
4 th Week	New Concepts of Security in the Asia Pacific Region Traditional and Non-traditional security threats Comprehensive, Common and Cooperative Security State Security versus Human Security
5 th week	Korean Peninsula Issues Nuclear Proliferation Reunification
6 th week	The Rise of China Implications for Great-Power Relations Taiwan Issue
7 th week	Security Perceptions and Behavior in Southeast Asia Overview of Southeast Asian security The "ASEAN Way" to security
8 th week	Territorial and Maritime Disputes in the South China Sea
9 th week	Ethnic Conflict, Religious Radicalism and Separatism (Cases: Indonesia, Malaysia, Myanmar, Thailand)
10 th week	Economics, Development and Security

Effects of the Asian Crisis
Low security issues: transnational crime, environmental security, etc.

- 11th week Regional Security Approaches (1): Bilateralism
 The San Francisco System and the Future of US Alliances
- 12th week Regional Security Approaches (2) : Multilateralism
 ASEAN and the ASEAN Regional Forum
 Northeast Asian Dialogue
 SAARC
- 13th week Regional Security Approaches (3)
 Track Two Mechanisms for Security Building:
 The Role of Civil Society
- 14th week Philippine Regional Security Concerns
 Issues in RP-US Security Relations
 Issues in RP-China Security Relations
 The Philippines in ASEAN
- 15th week Simulation Exercise
- 16th week Integration

Partial Reading List:

- Alagappa, M. (2001) Asian Security Practice.
Chapters on "Introduction", "International Politics in Asia: the Historical Context"
- Dewitt, D. (1994). Common, Comprehensive, and Cooperative Security. In *Pacific Review* 7/1.
- Buzan, B. & Segal, G. (1994). Rethinking East Asian Security. In *Survival*, Summer.
- Blair, D. & Hanley, J. Jr.(2000). From Wheels to Webs: Reconstructing Asia Pacific Security Arrangements. In *Washington Quarterly*, Winter.
- Kim, S. (1997). A Rising China: Determining Great Power Status. In *Current History*, September: pp. 246-251.
- Dibb, P. (1997). Defence Force Modernization in Asia : Towards 2000 and Beyond. In *Contemporary Southeast Asia*, March, 18/4: pp.347+
- Simon, S. W. (1995). Realism and Neoliberalism : International Relations Theory and Southeast Asian Security. In *Pacific Review*, 8/1: pp.5-24.
- Acharya, A. (1995). Making Multilateralism Work: ARF And Security In The Asia Pacific. In Everett and Somerville, eds. *Multilateral Activities in Southeast Asia*. Washington: National Defense University Press.
- Da Cunha, D. (1996). How and Where is Regional Power Evolving? In Da Cunha, D., ed., *The Evolving Pacific Power Structure*. Singapore : Institute of Southeast Asian Studies.

Lande, C. (1999). Ethnic Conflict, Ethnic Accommodation and Nation Building in Southeast Asia. In *Studies in Comparative International Development*, Winter.

Harris, S. (____). The Economic Aspects of Pacific Security. In *Adelphi Papers*, # 275.

Dupont, A. (1999). Transnational Crime, Drugs and Security in East Asia. In *Asian Survey*, May-June.

Evans, P.M., ed. (1994) Studying Asia Pacific Security : the Future of Research, Training and Dialogue Activities. North York, Ontario : University of Toronto-York University Joint Centre for Asia Pacific Studies, in cooperation with the Centre for Strategic and International Studies, Indonesia.

Course No. AS 236.1

Course Title: Social and Economic Development in Japan

Course credit: 3 units

Prerequisite: none

Course Description: Seminar course examining contemporary issues in the social and economic development of Japan.

Course Objectives:

At the end of the semester, the student should be able to:

- trace the historical and philosophical foundations of Japan's significant social and economic institutions, policies and programs;
- evaluate, using a multidisciplinary approach, contemporary social and economic developments in Japan;
- analyze critically these issues of social and economic development towards the construction of Philippine perspectives

Course requirements:

Report
Seminar Paper
Final exam

Course outline:

1st week Introduction: Perspectives, Methodologies and Scope

2nd week Historical background:(1) From the *Meiji* period to World War II (1868-1945)
The Rise of the *Zaibatsu* (Giant Business Conglomerates)
The Development of a National Industry

3rd week Historical Background:(2) Postwar and *Kodo seicho* (Structural Expansion) period (1945-1970)
"Japan Inc."
Retto kaizo (restructuring) period
The First Oil Shock

4th week Historical Background:(3) From 1970 to the present
The Second Oil Shock
The "Nixon shock"
Trade Surplus and Trade Friction with the US
Expansion and Bursting of the "Bubble economy"

5th week Postwar Development of Technology and Industry
Light and Heavy Industries
Robotics and Science Parks
The IT Revolution

6th week Postwar Agricultural Policies
Food Security
Shrinking of the Rural Economy
From Protectionism to Open Markets

7th week Environmental Policies

Energy and Hazardous Waste
The Kyoto Protocol

The Evolution of the Environment Ministry8th week Japan's Aging Society**Social and Economic Implications**

Social Welfare Policies (*kaigo-ho*, welfare law, etc.)
Social Security System Adjustment

9th week Labor and Employment Issues

Rodo Kumiai: Formation and Development of Unions
Changing Concerns of Labor Unions

- a. The End of *Shushin Koyo* (Lifetime Employment System)
- b. Adoption of Alternate Forms of Employment (*fureeta*-part time, contractual arrangements, *haken*-dispatch) and Related Legal Issues
- c. Foreign workers in Japan: Composition and Conditions

10th week Official Development Assistance (ODA) Policies

Technical Assistance, Grant and Loan Aid
Distribution of ODA among Recipient Countries
Donor Countries Compared: a Critical Review

11th week Japan-ASEAN-Philippines Relations

From Bilateral Relations to Multilateral Arrangements
Treaty Frameworks (APEC/BIMP-EAGA)
The Asian Economic Crisis

12th-15th wk Paper Presentations16th week Integration***Partial Reading List:***

Arase, D. (1995). Buying Power: The Political Economy of Japan's Foreign Aid. Boulder: Lynne Richer Publishers.

Francks, P. (1992). Japanese Economic Development: Theory and Practice. London: Routledge.

Hayashi, N. (1996) The Japanese Economy Today: 50 years after World War. Osaka University of Economics and Law Press.

Hook, G.D. & Weiner, M.A., eds. (1992) The Internationalism of Japan. London: Routledge.

Ike, N. (1978) A Theory of Japanese Democracy. Boulder: Westview Press.

- Morris-Suzuki, T. (1989). A History of Japanese Economic Thought. London: Routledge.
- Nakane, C. (1984). Japanese Society. Tokyo: C.E. Tuttle.
- Nester, W. R. (1990). Japan's Growing Power Over East Asia and the World Economy. Hampshire: The MacMillan Press, Ltd.
- Oshima, H. T. (1979) The Role of Institutional Changes in the Growth of Postwar Japan . Quezon City: School of Economics, University of the Philippines.
- Reischauer, E. O. (1960) East Asia: the Great Tradition. Boston: Houghton Mifflin.
- Sasaki, N. (1990) Management and Industrial Structure in Japan. Oxford: Pergamon Press.
- Sato, R. & Takashi, N., eds (c 1989). Developments in Japanese Economics. Tokyo: Academic Press.
- Shinohara, M. (1977).The Japanese Economy and Southeast Asia. In M. Shinohara, ed. *The new international context*. Tokyo: International Developing Economies.
- Steven, R. (1996) Japan and The New World Order: Global Investments, Trade and Finance. New York: St. Martin Press.

Course No: AS 236.2

Course Title: Politics and Governance in Japan

Course Credit: 3 units

Prerequisite: none

Course Description: Seminar course examining contemporary issues in politics and governance in Japan.

Course Objectives:

At the end of the semester, the student should be able to:

- trace the historical and philosophical foundations of Japan's major political institutions, traditions and discourses;
- evaluate, using a multidisciplinary approach, contemporary issues and trends in politics and governance;
- analyze critically these issues of politics and governance towards developing Philippine perspectives.

Course Requirements:

Report
Seminar Paper
Final exam

Course outline:

1 st week	Introduction: Perspectives, Methodologies and Scope
2 nd week	Political History (1) The Formation of the Nation-State Pre-modern state from <i>Wa</i> to <i>Yamato</i> The <i>Tokugawa</i> Consolidation to the Rise of the <i>Meiji</i> State <i>The Road to Militarization and Defeat</i>
3 rd week	Political History (2) The Increasing Power of the Military (from the <i>Meiji</i> period to the early <i>Showa</i> period) Conquest of Korea, Taiwan, Northern Territories, Sakhalin etc. Colonial Policy and Militarization Great East Asia Co-prosperity Sphere and the "Pacific War"
4 th week	Political History (3) Democratization in the Postwar period Occupation Reforms Democracy and Political Dynamics (rise of the LDP, etc.)
5 TH week	The Constitution and the Legal Framework of Government Framework of Government/The <i>Tenno Seido</i> - Emperor System The Diet, the Cabinet and the Supreme Court Article Nine Contemporary Legal Issues The Civil Code and <i>Koseki</i> – Household Registry System
6 th week	The Bureaucracy, Political Corruption and Reform The Civil Service and Political Stability The Bureaucracy: Recruitment, Promotion and other Practices <i>Amakudari</i> , Bureaucracy-Industry Relations and Corruption

7 th week	Across the Political Spectrum <i>Taisho</i> Democracy: Flowering and Withering of Party Politics The 1955 System Post-Miyazawa Party Renaissance The Return of the LDP
8 th week	Local Autonomy and Responsive Governance Conflict and Cooperation with the Center Political and Financial Resources The Dynamics of Change
9 th week	Internal Security National Police Agency The <i>Koban</i> – Police Box System The <i>Yakuza</i> – Organized Crime, Right Wing Extremists, Cults
10 th week	External Relations The Foundations of Japanese Foreign Policy Security Arrangements with the US ASEAN The U.N. Security Council Peacekeeping Treaty diplomacy
11 th -15 th wk	Paper Presentation
16 th week	Integration

Partial Reading List:

Abe, H. & others (1994). The Government and Politics of Japan. University of Tokyo Press.

Barshay, A. E. (1989) State and Intellectual in Imperial Japan. Berkeley: University of California Press.

Curtis, G.L. (1971) Election Campaigning Japanese Style. New York: Columbia University Press.

_____ (1988). The Japanese Way of Politics. New York: Columbia University Press.

_____ (1999). The Logic of Japanese Politics: Leaders, Institutions, and the Limits of Change. New York: Columbia University Press.

Dore, R. (197?) Flexible Rigidities: Industrial Policy and Structural Adjustment in the Japanese Economy 1970-80. Stanford, Calif.: Stanford University Press.

Geertz, C. (1973) The Interpretation of Cultures. New York: Basic Books.

Gluck, C. (1985) Japan's Modern Myths: Ideology in the Late Meiji Period . Princeton University Press.

- Hobsbawm, E.J. (1990) Nations and Nationalism since 1780: Programme, Myth, Reality. Cambridge University Press.
- Kim, H.K. & others, eds. (1990). The Japanese Civil Service and Economic Development. New York: Oxford University Press.
- Koh, B.C. (1989). Japan's Administrative Elite. Berkeley: University of California Press.
- Kyogoku, J. (1987). The Political dynamics of Japan. University of Tokyo Press.
- McVeigh, B. J. (1998). The Nature of the Japanese State: Rationality and Rituality. London: Routledge.
- Muramatsu, M. (1997) Local Power in the Japanese State. Berkeley: University of California Press.
- Murayama, M. (1969) Thought and Behaviour in Modern Japanese Politics. Oxford University Press.
- Okimoto, D. I. (1989) Between MITI and the Market: Japanese Industrial Policy for High Technology Stanford, Calif.: Stanford University Press.
- Passim, H. (?) Society and Education in Japan. New York: Columbia University Press.
- Van Wolferen, K. (1989) The Enigma of Japanese Power. London: MacMillan.
- Wakabayashi, B. T., ed. (1998) Modern Japanese Thought. Cambridge University Press.
- Yasuba, Y. & Kozo Y., eds. (1987) The Political Economy of Japan Stanford, Calif.: Stanford University Press.

Course No: AS 236.3

Course Title: Culture and Society in Japan

Course Credit: 3 units

Prerequisite: None

Course Description: Seminar course examining the foundations and characteristics of Japanese civilization, and issues of contemporary culture and society.

Course Objectives:

At the end of the semester, the student should be able to:

- trace the historical and philosophical foundations of Japanese values, belief systems, practices and socio-cultural institutions;
- identify and appraise a selection of major literary, musical, aesthetic and religious forms and intellectual traditions that mirror Japanese culture and civilization;
- analyze critically, using a multidisciplinary approach, issues and trends in contemporary society and culture, towards developing Philippine perspectives.

Course Requirements:

Report
Seminar Paper
Final exam

Course outline:

1 st week	Introduction: Perspectives, Methodologies, Scope
2 nd week	<i>Nihonjinron</i> /Theories of Japaneseness
3 rd week	Socio-cultural Aspects of Religions and Philosophies (1) Animism, Shintoism, Buddhism, Confucianism
4 th week	Socio-cultural Aspects of Religions and Philosophies (2) Modification and Syncretism Contemporary Issues
5 th week	Surviving folk traditions Local/regional diversity Values and Practices in everyday life
6 th week	Japanese Values and Behavior Remnants of the <i>Bushido</i> ethic (<i>giri</i> and <i>ninjo</i>) The <i>Amae</i> ethos and theories (Doi et al) The <i>Tate Shakai</i> : theory and critique (Nakane et al)
7 th week	Japanese Identity Shifting Identities in History and Place Literary Sources of Japanese Identity Occupation, Class and Locality
8 th week	Gender Issues in changing social conditions The Changing Family Women in work place Alternatives from the Margin: Issues in Sexuality and Identity
9 th week	Traditional Arts and Artifacts (1): Continuity and Change

Artifact and National Identity
 Village and Court, Aesthetic Syncretism from Classical Forms to Folk
 Art and vice-versa (*Koten kara Mingei e*)

- 10th week Traditional Arts and Artifacts (2): Preservation as contemporary challenge
 Performance arts: Changing elite and patronage
 Problems of the *temoto* System
 Institutionalization (State Patronage/grassroot movements)
- 11th week Language and Literature
 The making of Nihongo and its nature
 Orality and letters in Japanese Traditional Literature: Aesthetic and
 Sociohistorical Reflection
- 12th week Understanding Japanese music
 Gagaku orchestral tradition
 Sound in Japanese society
- 13th week Popular Culture: Addition, Accretion and Adaptation
 East-West Encounters: Synergistic Processes of Cultural
 production
 Manga & Anime as visual literature: Historical and Aesthetic
 Reflection
 Films as text for socio-cultural analysis
- 14th-15th wk Paper Presentations
- 16th week Integration

Partial List of References and other Materials:

Ames, R.T. & others, eds (1998). Self as Image in Asian Theory and Practice. State University of New York Press.

Anderson, B. (1990). Imagined Communities. London: Verso Press.

Bloom, A. (1990) Giants and Dwarves. New York: Simon and Schuster.

Benedict, R. (1946) The Chrysanthemum and the Sword. Boston: Houghton Mifflin.

Bourdieu, P.(1979) Distinction: a Social Critique of the Judgement of Taste. Cambridge:Harvard University Press.

Collcutt, M., Marius, J. & Isao, K. (1988). Cultural Atlas of Japan. Oxford: Phaidon Press.

Dale, P. N. (1986) The Myth of Japanese Uniqueness. New York: St. Martin's.

Doi. T.(1973) The Anatomy of Dependence. Tokyo: Kodansha International.

Gordon, A., ed. (1993) Postwar Japan as History Berkeley: University of California Press.

Harootyan, H.D. (1988) Things Seen and Unseen:Discourse and Ideology in Tokugawa Nativism. University of Chicago Press.

Keene, D. (1984) Dawn To the West: Japanese Literature in the Modern Era. New York: Holt, Rinehart and Winston.

Kondo, D. K. (1990) Crafting Selves: Power, Gender, and Discourses of Identity in a

Japanese Workplace University of Chicago Press.

Koren, L. (1994) Wabi-Sabi for Artists, Designers, Poets and Philosophers. Berkeley: Stone Bridge Press.

Kumagai, F. (1996) Unmasking Japan Today: Impact of Traditional Values on Modern Japanese Society. Westport: Praeger.

Kreiner, J., ed. (1996) The Impact of Traditional Thought on Present-Day Japan. Tokyo: Deutschen Institut fur Japanstudien der Philipp-Franz-von-Siebold-Stiftung.

Lebra, T. S. & Lebra, W.P., eds. (1974) Japanese Culture and Behaviour University Press of Hawaii.

Lie, J. (2001). Multi-ethnic Japan Cambridge: Harvard University Press.

Marsella, A. J. & others, eds. (1985) Culture and Self: Asian and Western Perspectives. New York: Tavistock Publications.

Nakane C. (1970). Japanese Society Berkeley: University of California Press.

Rimer, J. T , ed. (1990) Culture and Identity: Japanese Intellectuals during the Interwar Years Princeton University Press.

Singer, K. (1973). Mirror, Sword and Jewel: A Study of Japanese Characteristics New York: George Braziller.

Steven, R. (1983) Classes in Contemporary Japan . Cambridge University Press.

Sugimoto, Y. (1997). An Introduction to Japanese Society . Cambridge University Press.

Tamaru, N. & Reid, D., eds. (1996) Religion in Japanese Society Tokyo: Kodansha International.

Tanizaki, J. (1977) In Praise of Shadows. Stony Creek: Leete's Island Books.

Yamazaki, M. (1994). Individualism and the Japanese Tokyo: Japan Echo.

Japanese Studies Curriculum in Singapore: Development, Challenges and Prospects

By

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**Maha Chulalongkorn Building, Faculty of Arts,
Chulalongkorn University
Bangkok, Thailand**

Introduction

In October 2006, The Department of Japanese Studies celebrated 25 years of its establishment. Today, the Department of Japanese Studies remains the only institution devoted to Japanese Studies in Singapore.

The history of the department of Japanese Studies can be traced back to a 1979 meeting between the then Japanese Prime Minister Ōhira Masayoshi and Lee Kuan Yew, Singapore's elder statesman. The setting up of the department – first suggested by Ōhira - formed part of the wider initiative by the Singapore government to "Learn from Japan", with special interest in understanding just why and how Japan had managed to become Asia's first "economic superpower".

Two years later, the Department of Japanese Studies was set up formally with substantial funding support from Japan. Today, funding support from Japan – including the Japan Foundation, Japanese foundations, organizations and corporations - continues to play a significance role in facilitating the development of Japanese Studies in NUS. From an enrolment of 54 students in 1981/82, the department currently (2007/08) has about 2132 students enrolled in modules (non-language) offered by Japanese Studies, and 667 enrolled in Japanese language modules offered through the Centre for Language Studies of NUS (offering 12 modules in one year).

In 2007/08, there are a total of 59 undergraduate and graduate modules offered in the Department of Japanese Studies. In contrast, where Japanese-related studies are offered in other Singapore tertiary institutions (such as Nanyang Technological University (NTU), Singapore Management University (SMU), Nanyang Polytechnic, Ngee Ann Polytechnic, Singapore Polytechnic and Temasek Polytechnic), they are often confined to Japanese language offered under the foreign languages section.

This essay on Japanese Studies in Singapore focuses on the curriculum development and prospects. The discussion is divided into three broad sections. The first section discusses its development since 1981; the second section provides a more detailed discussion of curriculum development from three categories of humanities, social sciences and Japanese language and linguistics. The final section discusses the future prospects of curriculum development. The focus of the paper refers predominantly to the Department of Japanese Studies in NUS due to its dominant position in Japanese Studies in Singapore.

Japanese Studies curriculum: Development and challenges

The one-quarter decade of development of curriculum in the Department of Japanese Studies at NUS can be divided into two periods, (1) 1980s and (2) 1990s and beyond.

1980s: Practical focus in the curriculum

As noted earlier, the Department of Japanese Studies was established in 1981 as a result of the strong interest from the Singapore government to emulate Japan's economic success. This was reflected in the practical focus of the department in the 1980s.

In the early 1980s, Japanese language acquisition was given important focus in the curriculum. Besides intensive language training, the course work offered focused mainly on modern Japan and knowledge directly applicable to employment in the commercial, manufacturing, and government sectors. Subjects offered included the *culture of modern*

Japan, the economic history of modern Japan, the political culture of Japan, Japanese economic organizations, Japanese social organizations, and Japan-South East Asian Relations.

The rapid increase in student enrolment in the 1980s reflected the interest among students to acquire Japanese language skills and knowledge on Japan, largely for employment opportunities in Japan-related companies and organizations. During the period, there were only two Masters theses produced, and both on Japanese literature. This gave evidence to the fact that students were more interested in the greater opportunities in job market than to consider further study in Japanese Studies, even though there was room for academic pursuits.

From an initial enrolment of 54 students in 1981/82, enrolment increased to 220 in 1985/86; and further expanded to 455 students in 1989/90. Staff strength has also increased from 4 in 1981 to 20 (including 6 teaching assistants) in 1989/90. Out of the 20 full-time faculty, 12 were involved in language teaching. By 1990, the Japanese Resources Collection housed in the Central Library of NUS also had over 18,000 books in Japanese, and subscribed to 150 periodicals and several major Japanese newspapers.

In summary, the development in the 1980s parallels with the "Learn from Japan" initiatives with primary aims to produce specialists to do business with Japan, to produce Japanese-proficient workers to staff Japanese companies in Singapore, and to learn how Japan became the first economic giant in Asia and how to replicate this experience in Singapore.

1990s and beyond: Challenges arise

The 1990s was a period of instability in Japan, as the country faces recession after the burst of the economic bubble. By the mid-1990s, with rising questions of the relevance of Japan as an ideal in nation-building, the objective of learning from Japan for better economic opportunities after graduation waned. This has some impacted on student enrolment, which throughout the 1990s, hovered around 520 to 570. However, since the late 1990s, student enrolment at the department began to experience a surge with changes in university curriculum requiring students to take modules outside their own discipline. Japanese studies modules proved popular among the students, as shown in a jump to 1495 student enrolment in 1999/2000. Even after a change in the university structure – where the Japanese language section of the department was transferred to Centre for Language Studies (CLS)¹ in July 2001 – a Department of Japanese Studies now focusing on offering non-language modules continued to attract students, especially non-majors fulfilling their elective and general education requirements with Japanese studies modules.

Graduate enrolment also increased especially from late 1990s as graduate education was given more emphasis at NUS. While there were only 2 MA students enrolled in 1995/96, in 2005/06, there are 11 M.A. and 3 Ph.D students. The increase parallels the rise in faculty with Ph.D. qualifications in the 1990s. In 1995/96, only 4 out of 15 faculty had Ph.D.s (out of the 15, 8 were teaching Japanese language), but by 2005/06, all 12 faculty are Ph.D. holders teaching non-language modules.

¹ The Centre for Language Studies was set up within the Faculty of Arts and Social Sciences to oversee the instruction of all languages, including Japanese.

One important reason for the popularity of Japanese studies curriculum lies in the popularity of Japanese pop consumption in Singapore beginning in the mid-1990s, where J-drama, J-pop, manga and anime emerged as favourites among youths in Singapore. They drive the interest in the new range of modules offered, such as *film and anime* and *Japanese popular culture*. The emergence of such contemporary culture subjects and their popularity reveals the shifting focus and interest of Japanese studies in Singapore. From a political and economic creation meant to serve nation-building, Japanese studies has now slowly developed into a kind of niche study for those with interest in Japan's culture industries. Many major students these days drifted into Japanese Studies out of an interest in Japan's popular culture. One need only glance at recent titles of student theses to see the transformation that has taken place in bringing forth a new kind of student with different kinds of objectives to Japanese studies: *Mechanized Companions: A Comparative Study of the Human-Robotic Relationship Between Aibo Owners in the US and Japan* (2003); *Dehumanization and Demonization: Popular Culture as Reflection of Japanese Ambivalence towards Christianity* (2004); *Analysis of Japanese Anime* (2004).

The rise in number of undergraduates who are interested in Japanese popular culture modules is certainly not an isolated development in Singapore. A glimpse in modules offered by Hong Kong universities like China University of Hong Kong (CUHK) and Hong Kong University (HKU) also reveals similar trends, where popular culture related modules such as *Introduction to Japanese Popular Culture*, *Japanese Popular Culture in Cultural Globalization* and *Japanese Youth Cultures in Asia* in CUHK; and *Japanese in Popular Culture* in HKU tend to attract a larger number of student enrolment.

Together with the transformation towards more popular culture range of modules is another range of new modules in "Japan and Asia". This transformation needs to be understood against the backdrop of changing geopolitical conditions in Asia – especially the so-called "rise" of China. In responding to the geopolitical changes, the Department's more recent strategies has been on focus on developing a reputation in the research and teaching areas of "Japan and Asia", such as Japanese-Chinese studies and Japanese-Singapore/Southeast Asian studies. The newly developed teaching modules suggesting "Japan and Asia" focus include *Japan and Singapore*, *Japan and China: Rivals and Partners*. It is worthy to mention that one feature of the module *Japan and Singapore*, which examines the development of Japan-Singapore relations from historical, economic, political and socio-cultural perspectives, invites guest speakers from the Japanese community in Singapore, which helps provides a grounded perspective of the current situations of Japan-Singapore interactions. Over the years, faculty members have also contributed to the teaching materials development of the module, such as a video production on Japanese community in Singapore (titled "Under another Sun", joint production of NUS and University of Illinois at Urbana-Champaign; 2001); and textbook from a volume titled "Japan and Singapore: A Multidisciplinary approach" (McGraw Hill, Asia; 2006), edited by a former faculty member with chapter contributions mainly from fellow colleagues.

These developments reflect an effort for Japanese studies to reinvent itself, to move out entirely from the shadow of the 'learn from Japan' emphasis in the 1980s, and to leverage on the geopolitical position of Singapore. The most recent example is reflected through the department's effort to spearhead the establishment of JSA-ASEAN (Japanese Studies Association-ASEAN) by organizing the inaugural meeting in Singapore in October 2006. In fact, most of the student research are already focusing on Japan *outside Japan*. Out of the 19 Masters theses submitted between 1997 and 2005, 13 have topics in comparative or Japan outside Japan context, such as Japanese Occupation in the Philippines (2005), Japanese

language acquisition among Singapore students (2005), Japanese religious policy in wartime Singapore (2005), sogo shosha in China (2004), ikebana in Singapore (2001).

However, it should also be noted that amidst the new development in curriculum, the more traditional areas of inquiry such as Japanese history, religion, art, thought, business management continues to be offered in smaller class number and some areas have also expanded in research and teaching depending on staff interest and strength. The Japanese Resource Collection continues to support a wide range of research and teaching interest. In 2006, it has over 52,000 volumes and 243 subscriptions of print periodicals, besides on-line databases for Japanese materials².

The following section will delineate the curriculum development in the following areas: humanities, social sciences and language/linguistics.

Humanities

At present (2008) faculty in the department represent literature (Edo, Meiji), history (modern, contemporary), religion, theatre (Noh and Kabuki), and film and animation studies. In terms of course offerings the department offers students a wide range of choices in humanities subjects at all levels. At the introductory level, the department's *JS1101E Introduction to Japanese Studies* usually incorporates sections on Japanese history, philosophy and literature. After this introductory course, students can study more area-specific subjects such as *Introduction to Japanese Literature*, *Postwar Japanese Film and Anime*, *Modern Japanese Religion*, and *Japanese Philosophy and Thought*. Upon advancing to the honours level, students in small seminar-size groups focus on critical thinking and inquiry with specialist faculty members in subjects including *Tales and Performance in Premodern Japan*, *The Rise of Modern Japan: 1868 to the Present*, and *Ideas, Values, and Identity in Japan*. Though still under development, the department is gradually structuring its humanities (and other) course offerings in a such a way that students can proceed step by step from level 1000 courses to the advanced 4000 level courses within their own area of interest. This way students will be able to develop disciplinary skills together with their in-depth knowledge of Japan. Course offerings in humanities at the graduate level aim to prepare students for their qualifying exams. Current offerings at the graduate level include *Japanese Literary and Performance Studies*, *Reading of Japanese Historical Sources*, and various "readings" courses in *Japanese Literature and Culture*, and *Japanese History and Society*.

Student research in humanities can be divided into undergraduate "honours thesis"³ research and graduate masters and doctoral research. Recent undergraduate honours thesis titles give a flavour of the kind of humanities interests among students: *Christianity in Japan: Persecution and Acceptance* (1995); *The Samurai Ideal and Its Exemplification in Saigo Takamori* (1995); *A Study of the Comedy Films of Itami Juzo* (1997); *Media Representations of the Shinsengumi* (2002). Humanities are less represented among the graduate research; recent masters' thesis titles from the humanities include: *The Boom of Karamono Adoration in Muromachi Japan* (2000), *The Asian Monroe Doctrine: Tokutomi Soho's Concept of a New Asian Order* (2000), *Shinto and Christian Festivals: An Analysis of the Japanese Religious Policy in Wartime Singapore* (2005).

² The Japanese Resource Department at Central Library, NUS, has merged with the Chinese Library from 1 October 2002 to streamline the manpower resources.

³ Only for students who advanced to honours year, i.e. the fourth year in undergraduate studies. The number of students in the honours year range from 10 to 30 students annually in the last decade.

As mentioned in the earlier section, with the rise of Japan's culture industries during the 1990s and beyond, there has been a far greater demand for cultural studies-related subjects, such as Japanese film, anime, and other forms of popular culture. Here the humanities crossover with other fields such as sociology, anthropology, and linguistics. Student research shows such trends as well with masters' thesis titles such as *Japanese Video Games in Hong Kong* (2002) and *Watching Japanese Television Dramas in Singapore: Relevance, Cultural Proximity and Asian Modernity* (2002). Course offerings also reflect the trend towards the blending of humanities with other fields of inquiry. Recent offerings include *Samurai, Geisha, and Yakuza as Self and Other, Popular Culture in Contemporary Japan, Postwar Japanese Film and Anime* and *Ideas, Values and Identity in Japan*. What this trend towards interdisciplinary teaching and student research will mean for the future of humanities study on Japan in Singapore is still unclear. What is clear, however, is that humanities-focused study of Japan is under pressure to find new meaning in the aftermath of the "Learn from Japan" wave in the 1980s, " threatened with a decline in student interest in 'pure' humanities, and the general perception that knowing about Japan no longer has as much "value" as it did before.

Social Sciences

In the area of social sciences, the Department of Japanese Studies is similarly offering a whole array of alternatives to students. Faculty from the social sciences in the department represent political science and international relations, anthropology, business, geography, linguistics. Course offerings under social sciences are available at all levels, such as *Marketing and Consumer Culture in Japan, Organization of Japanese Business, Japanese Society and Social Institutions, Government and Politics of Japan, Global City Tokyo, Gender and Sexuality in Japan, Japan in the Asia-Pacific Region, Entrepreneurship: Self-made in Japan?, Social Dynamics in Modern Japan, and Japanese Political Economy*. Similar with modules in the humanities, although the introductory level modules have large number of students ranging from 100 to 200 students, the advanced undergraduate levels are usually small and conducted in seminar-style focusing on critical thinking and inquiry.

Student research reflects interest in various disciplines of social sciences. The following is a sample of honours theses which overlaps with various disciplines in the social sciences:

Sociology/anthropology

The Pressured Little Ones – Competition in Japanese Pre-School Education System

Work or Play? – A Study of Japanese Expatriates in a Karaoke Lounge in Singapore

Housing the elderly – A Comparative Study of Japan and Singapore

Business/Management/Economy

A New Wave of Protectionism in Japan?: The Case of Japan's Textile Industry

The Sustainability of the Keiretsu System in the New Economy

Coping with Recession: Adaptations in Marketing Strategies of Japanese Companies

International Relations/Politics

Prime Ministerial Leadership in Japan: Does Koizumi Make a Difference?

Japan's Trade Liberalization: FTA as a Catalyst for Domestic Reforms

Japan's Human Security Agenda: Motives and Initiatives in the New Security Environment

Regionalization and Japan and SEAsia

At the graduate level, the majority of graduate research has tended to fall within social sciences, with a focus on international relations or business connections between the region and Japan due to the large number of graduate students in the department who are from Singapore and surrounding South-East Asian nations and China. For example, the current graduate students from China are mostly working on Japanese businesses in China, such as marketing strategies of Japanese companies in China, and Japanese retail businesses in China. Such a research trend of studying Japan *outside Japan*, and particularly, the study of Japan in Asia, parallels the department's focus as well.

Japanese language and linguistics

The Japanese language section has been an important part of the Department of Japanese Studies until July 2001, when the Centre for Language Studies (CLS) was set up in the Faculty of Arts and Social Sciences, NUS to consolidate the teaching of foreign language in the university under one roof. Since then, the Japanese language section has moved to become one of the nine languages taught at the CLS. In 2007/08, Japanese language at CLS has 13 full-time faculty members, of which 5 are lecturers and 8 are instructors. In addition, there is one full-time faculty linguist from the Department of Japanese Studies who offers modules on Japanese linguistics such as *Sound, Grammar and Meaning* and *Selected Topics in Japanese Linguistics* at the Department.

After the movement of Japanese language section to CLS, besides the discontinuation of Japanese linguistics modules, other non-essential language-related modules such as Business Japanese previously offered regularly at the third year level were also offered less frequently subject to staffing at CLS. Currently, Japanese language is offered at six levels: basic I and II, intermediate I and II, advanced I and II. Beyond advanced II, students with proficiency beyond the sixth level are offered few advanced and language related modules. Besides Japanese linguistics modules, modules available at the fourth year level at the Department of Japanese Studies are *Readings in Modern Japanese* and *Japanese Language and Society*. As more and more major students of Japanese Studies are encouraged to go on a one semester or one year student exchange program with partner Japanese universities or to study for a year on the *Monbukagakusho* scholarship, the Department has realized the inadequacy of existing Japanese language modules in meeting the needs of these students with advanced language skills. This has prompted the introduction of new modules at the department such as *Japanese Translation – Theory and Practice* that is currently being offered to Honours undergraduates.

The availability of faculty members specializing in linguistics and language teaching/learning at the Department of Japanese Studies has encouraged student research in this direction as well. Language and linguistics-related honours theses included titles such as *Null and Overt Pronouns in Japanese Discourse*, *Native Japanese Vocabulary and their English Loan Counterparts*, *A Comparative Study of Sentence-Final Particles between Japanese and Singaporean English*, *A Study of the Language used by Young Japanese*, *Strategies for Kanji Learning by Japanese Language Students in NUS*, *English language teaching in Japan*. Similar with developments in the humanities and social sciences discussed earlier, student research shows a cross-over with other fields, as well as interest in comparative analysis with other languages and learning situations outside Japan (in particular, Singapore). The interest on Singapore learners of Japanese is especially dominant in graduate research, as reflected in Masters theses with titles such as *A Study on the Error of Extra Particle/no/ by Singaporean Secondary School Students* and *Perception of Japanese Accent*

and Features of Pronunciation by Singaporean Learners of Japanese. The only Ph.D. thesis produced so far also focuses on Singapore learners with the title *Motivations and Attitudes of Singapore's Japanese Language Learners: A Socio-Linguistics Study*.

Future Prospects

Over the last quarter of the century, geopolitical and economic developments as well as university structural changes have all played a part in affecting student enrolment and curriculum development of Japanese Studies. Although student enrolment in Japanese Studies has surged to about 2000 students annually (2 semesters) since 2000; and remained around that figure since then, the fact that the vast majority are non-Japanese Studies major students has caused the questioning of Japanese Studies as essentially a service department at NUS at the moment. Currently, majors in Japanese Studies total about 60, barely 11% of the number of majors at 543 in 1998/99. Such a drastic decline in majors can be seen as a result of competition from new favourites such as China as an 'area study', the perception of diminished economic prospects as a graduate of Japanese Studies; compounded with the new university structure allowing students the freedom to choose their major field of interest with little quota restriction.

However, the future is not necessarily dim for Japanese Studies. Compared to the situation in the last quarter of a century, the Department of Japanese Studies is now in a stage of relative stability, staffed with well-qualified faculty members committed to the growth of Japanese Studies in Singapore as well as the region. In addressing the concerns of small number of major students, the department has decided to focus its efforts on nurturing the majors, whom, although a small number, will emerge with solid foundation on Japanese Studies. These efforts include the offering of new modules essential for majors such as *Introduction to Japanese Studies*, *Approaches to Japanese Studies*, the establishment of mentorship program where faculty members provide one-to-one mentoring to help students in planning their course of study with the Department, and active efforts to help students to gain experience in Japan through long term stays such as university student exchange; short term programs such as home stay programs, study with Japanese students in summer program, and other opportunities such as a work internship in Japanese and Japan-related companies in Japan and Singapore. With new university structure allowing students to double major as well as taking Japanese Studies as a minor (not necessarily from the Faculty of Arts and Social Sciences), there is good possibility for majors and minors in Japanese studies to increase in the near future.

The graduate student population in Japanese Studies has also seen a slow but steady growth over the decade, attracting students both locally and internationally. In 2007/08, of the 10 graduate students, 5 came from Singapore, 1 from Indonesia, 4 came from Japan and 1 from Germany. Students have benefited from scholarship support from the university, as well as financial support from NUS and Japanese funding to do fieldwork outside Singapore. The prospects of the graduates have been encouraging, with some students who have graduated with Masters proceeding to further their studies in universities in Japan and the U.S. The only Ph.D. produced so far has taken up a tenured position in a Japanese national university. Others who have gone on to employment were able to find jobs in top foreign and Japanese companies and organizations, as well as foreign services. A future challenge for the graduate program is to continue to attract more and better students – both locally and internationally.

An integral development to the future prospect of Japanese Studies in Singapore is the JSA-ASEAN, Japanese Studies Association in Southeast Asia established in 2006. Spearheaded by the department of Japanese Studies at NUS, the idea of setting up a regional

approach towards promoting Japanese studies in Southeast Asia originated from discussions in a symposium about Japanese studies in the Asia-Pacific held in Singapore, October 2004.⁴ The symposium gathered Japanese specialists from major countries in Southeast Asia and a general consensus about the establishment of a regional association of Japanese studies was formed.

One major rationale on the regional approach to Japanese studies in Southeast Asia is to serve as a catalyst in active promotion of Japanese studies through various activities in this region; and to provide a platform for major Japanese studies specialists from various Southeast Asian countries to gather together with their counterparts from Japan and other countries for academic gatherings and scholarly networks regarding Japanese studies. In addition, such networking will help advance the curriculum of Japanese Studies in Singapore and the region, as Japanese studies specialists gather to share their knowledge on research and teaching.

In the near future, the exchanging of teaching staff and graduate students in Japanese Studies among universities in Southeast Asia will be made more available with the support of an endowment fund from the Department of Japanese Studies to promote Japanese Studies in Southeast Asia. The S\$1 million fund was set up in 2006 with donation from Mitsui (Asia-Pacific) and matching fund from the Singapore government to commemorate the 25th anniversary of the Department of Japanese Studies in NUS.

Although it may seem a far-fetched goal at the moment, it is hoped that with further joint collaborations and more interest in research and curriculum development of Japanese Studies in Singapore and the region, a Japanese Studies unique with a Southeast-Asian perspective will emerge to complement the mainstream of Japanese studies, which to date has been predominantly made by Western scholars.

NOTE: This paper is an updated and shorter version of a paper on Japanese Studies in Singapore (co-authored by Thang, LL., Avenell, S. and Terada, T.) which will appear in the publication by Japan Foundation on Japanese Studies in Southeast Asia.

⁴ It was a joint symposium with International Research Centre of Japanese Studies (Nichibuken) titled "Globalization, Localization and Japanese Studies in the Asia-Pacific Region" held in October 2004.

Curriculum Development on East Asian Studies: The Case of Korea

By

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**Workshop on
“Curriculum Development on East Asian Studies”
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I. Introduction

The most critical problem in the current state of curriculum on East Asian studies in Korea lies in the conventional perspective on East Asia confined to Northeast Asia, including Korea, China and Japan. As a matter of fact, such a biased, ethnocentric curriculum can hardly serve the cause of an East Asian community, encompassing entire Northeast and Southeast Asia. The narrow geographic scope of East Asia corresponds to the cultural sphere of Confucian traditions, including Vietnam in Southeast Asia. However, even Vietnam is omitted in the prevailing cognitive map of East Asia in Korea, which reflects profound constraints conditioned by its historical experiences owing to its geographic location between continental and maritime powers in Northeast Asia.

The earlier strategic models of the Europe-centered 'Far East' during the colonial period and the Japan-centered 'Greater East Asia' during World War II comprise both Northeast and Southeast Asia. In Korea, however, the post-war perspective on East Asia has been dominated by the cultural paradigm of Confucian traditions represented by the works of Fairbank, Reischauer and Craig (hereinafter the Fairbank paradigm).¹ The Fairbank paradigm is focused on "the histories of China, Japan, Korea and Vietnam, countries that derived much of their higher culture and their primary system of writing from ancient China. In this sense, East Asia is the Chinese culture area"(p. 1). However, it fails to reflect the profound cultural transformation of East Asia.

The traditional thesis of cultural uniformities of Korea, China and Japan in Northeast Asia has constantly been subject to critical review. In a similar vein, the conventional wisdom of cultural differences between Northeast and Southeast Asia should also be subject to strict scrutiny. In view of the rapid transformation of the geopolitical, geoeconomic, and geocultural landscapes of East Asia in the 20th Century, the World Bank paradigm of East Asia as an economic area is much more feasible than the Fairbank paradigm of a cultural area.² In the 'East Asian miracle' of rapid and equitable growth, "East Asia comprises all the low- and middle-income economies of East and Southeast Asia and the Pacific, east of and including China and Thailand" (p. xvi).

In East Asia the emerging China-centered model of 'bamboo capitalism' is now overlapping with the existing Japan-initiated 'flying geese' model of regional economic integration. In order to develop a more adequate curriculum on East Asian studies, Korea should accommodate to the dynamic World Bank paradigm of an economic area. On the other hand, the static Fairbank paradigm of a cultural area should be subject to deconstruction and reconstruction. In this context this paper will review the current situations of tertiary education on East Asian studies, suggest some alternatives including a framework of syllabus for East Asian studies, and examine future prospects of challenges as well as opportunities for curriculum development on East Asia studies.

II. Current Situations

At present East Asian studies in Korean universities are organized either in an integrated way of independent departments or in a fragmented way of specific courses scattered among various relevant departments. While the former is extremely rare, the latter is rather general. Even in case of the former, moreover, none of the departments adopt the World Bank paradigm, as they define East Asia in accordance with the Fairbank

¹ John K. Fairbank, Edwin O. Reischauer and Albert M. Craig. 1973 (1960/1965). *East Asia: Tradition and Transformation*. Boston: Houghton Mifflin Company.

² World Bank. 1993. *The East Asian Miracle: Economic Growth and Public Policy*. New York: Oxford University Press.

paradigm minus Vietnam. Except for the two departments of East Asian studies and three departments of Southeast Asian studies, all departments are either for individual disciplines or for individual countries such as China and Japan in Northeast Asia and Vietnam, Thailand, Malaysia, Indonesia and Myanmar in Southeast Asia (Table 1).

Table 1: Departments on East Asian Studies in Korea

Area	Department	Number	Total
East Asia	East Asian Studies	2	2
China	Chinese Studies	43	190
	Chinese Language & Literature	97	
	Chinese Language	50	
Japan	Japanese Studies	43	168
	Japanese Language & Literature	96	
	Japanese Language	29	
Southeast Asia	Southeast Asian Studies	3	11
	Vietnamese Language	3	
	Thai Language	2	
	Malay-Indonesian Language	2	
	Myanmar Language	1	

Source: Korea Ministry of Education and Human Resources Development (MOE), 2008.

The most striking is the fact that departments relevant to East Asian studies are heavily concentrated on China and Japan in Northeast Asia, reflecting the wide and deep socialization of the Fairbank paradigm in Korea. Even in case of departments on Northeast Asia, they don't promote area studies on the region as an organic whole beyond a collection of individual country studies. There are few East Asian specialists in Korea who are capable of teaching on entire Northeast and Southeast Asia. Moreover, even Southeast Asian specialists are preoccupied with individual countries. Thus, virtually no one is able to teach on East Asia as an integrated region. In such a dearth of capable area specialists on East Asia, any idealistic academic curriculum is likely to result in a waste of time and energy.

Such a stark reality is witnessed by the fact that even the two universities with nominal Department of East Asian Studies on the graduate level have curricula practically confined to Northeast Asia, i.e., Korea, China and Japan. One in Busan (Korea Maritime University) focuses on humanities (language, literature, history), while the other in Seoul (Sungkyunkwan University) combines humanities (literature, Confucianism, history) with some social sciences (politics, economics, anthropology). Regardless of the latter's emphasis on the central importance of Confucian traditions in East Asia, it does not incorporate Vietnam into its regular program. As for graduate degrees, students are encouraged to design their own program by organizing relevant courses in other departments.

In general, those universities focusing on Northeast Asian studies demonstrate two ways of organizing a curriculum. One way is to center on humanities (language, literature, history and philosophy), while the other is to promote country studies, incorporating humanities and social sciences (politics, economics, sociology and anthropology). For instance, the former is represented by Department of Chinese Language and Literature, and the latter represented by Department of Chinese Studies. Nevertheless, an inter-disciplinary approach amounts to no more than a multi-disciplinary approach that is not an organic synthesis of interdependent disciplines, but a convenient collection of various courses and specialists on different countries and disciplines.

The situations of Southeast Asian studies on Vietnam, Thailand, Malaysia, Indonesia and Myanmar are more serious. Two universities specializing in foreign

languages, one in Seoul (Korea University of Foreign Studies) and the other in Busan (Pusan University of Foreign Studies), share weaknesses in social sciences. As they focus on language education, most of the specialists on Southeast Asian studies are teaching at other departments for humanities or social sciences. Unlike Chinese and Japanese languages, moreover, Southeast Asian languages are taught only in the above two universities. In this regard, therefore, it is almost impossible to organize a department on East Asian studies in an integrated way of area studies, but not in a fragmented way of country studies.

Such frustrating circumstances are witnessed by the curriculum of Seoul National University, the most prestigious university in Korea. As for the undergraduate level, courses designated specifically for Southeast Asian studies are offered by two departments such as Asian history and anthropology. While two other departments, archaeology and economics, offer courses on East Asian studies (East Asian history of ceramics, East Asian economy), their geographic scopes are likely to be limited to Northeast Asia. On the graduate level, such departments as archaeology, anthropology, Asian history, and international studies offer courses on Southeast Asian history, arts, culture, politics, society and economy, but not any course on East Asian studies.

The most diversified and most specified curriculum on Southeast Asian studies is provided on the graduate level by the Department of Southeast Asian Studies of Sogang University. It covers almost all relevant subjects such as language, literature, history, politics, economy, society, culture, and international relations. Nevertheless, it does not indicate any possible way to provide a linkage with East Asian studies. In this regard the two universities of foreign studies reveal similar constraints. Based on courses for intensive language education, they offer many undergraduate and graduate courses on Southeast Asian studies, including literature, history, politics, economy, society, culture and ASEAN. However, they are not interested in any possible linkage to East Asia studies.

III. Some Alternatives

Any idealistic curriculum on East Asian studies will be seriously constrained by the dearth of relevant departments and capable specialists. In such circumstances, the only appropriate approach to curriculum development might be to mobilize existing institutional and human resources in a more effective way. On the undergraduate level, many relevant courses can be linked in a multi-disciplinary approach, in which various basic courses offered by various departments for individual countries and disciplines such as language, literature, history, politics, economy, society and culture can be selected by students. On the graduate level, however, certain relevant courses should be organized as a degree program in a rather inter-disciplinary approach to East Asia as an organic whole.

For that purpose, it is essential to systematically link different disciplines and pool different specialists in order to maximize the productivity of existing institutional and human resources, depending on concrete conditions. The most serious problem is the lack of specialists on the entire region. In view of the reality that they are specializing in a particular discipline and a particular country, some types of collective teaching are indispensable. In terms of institutional arrangements, on the other hand, the most feasible alternative seems to be an institute of inter-disciplinary East Asian studies, which is responsible to the organization and administration of research and education on East Asia through linking departments and pooling specialists under its supervision.

Studying and teaching on East Asia constitute a dynamic and constructive process toward an East Asian community. For that matter, the question of geographic, historical and cultural differences between Northeast and Southeast Asia has already been addressed

sufficiently. Now is a historical juncture to turn toward similarities between the two sub-regions of East Asia. While not neglecting their differences, it is necessary to illuminate their similarities. In both studying and teaching on Northeast and Southeast Asia, therefore, it is necessary to stress in a comparative way synchronic similarities over differences, on the one hand, and diachronic changes over continuities, on the other. The following is a tentative framework of a syllabus for that purpose.

A Framework of East Asian Studies

Major Subjects	Central Discipline
I. The Scope and Method of Study 1. Scope of Study: Spatial & Temporal 2. Holistic Approach: East Asia as an Organic Whole 3. Interdisciplinary Approach: vs. Compartmentalization 4. Comparative Approach: Diachronic & Synchronic 5. Constructivist Approach: vs. Realism & Liberalism	Methodology
II. East Asia and Regional Order 1. Pre-Colonial Formation: The Tributary System 2. Colonial Transformation: 'Concert of Powers' 3. The 'Greater East Asia Co-Prosperity Sphere' 4. Cold-War Polarization: Korea and Vietnam 5. Regional Integration: 'Geese' and 'Bamboo'	History
III. Political System and Change 1. State Formation: Nation & 'Imagined Community' 2. The Security State: Ideology & Sovereignty 3. The Developmental State: Authoritarian 'Catch Up' 4. Democratization Wave: Transition & Consolidation 5. Illiberal Democracy: Tradition & Modernity	Political Science
IV. Economic Structure and Change 1. Commercialization: Feudalism & Capitalism 2. Import Substitution: Nationalism & Closed Economy 3. Export and Growth: Open Economy & 'Miracle' 4. Liberalization and Crisis: Globalization & Breakdown 5. Reform and Recovery: Breakthrough & Future	Economics
V. Social Structure and Change 1. The Agrarian Society: Peasant 'Moral Economy' 2. The 'Dual Society': Colonialism & Bifurcation 3. The 'Plural Society': Ethnicity & Integration 4. The Industrial Society: Social Mobilization 5. Class Formation: Conflict & Reconciliation	Sociology
VI. Cultural Diversity and Change 1. Sinicization: Tradition & Confucianism 2. Indianization: Tradition & Hindu-Buddhism 3. Islamization: Tradition & Islam 4. Westernization: Tradition & Christianity 5. Cultural Change: Acculturation & Hybridization	Anthropology
VII. Toward an East Asian Community 1. Regional Agenda: vs. Nationalism & Globalism 2. Economic Cooperation: Human Development 3. Security Cooperation: Human Security 4. Socio-Cultural Cooperation: Regional Civil Society 5. An East Asian Community: Peace, Prosperity, Progress	Political Economy

IV. Future Prospects

As the status of Southeast Asian studies is so disappointing, the status of East Asia studies comprising Southeast and Northeast Asian studies seems far more frustrating. Let alone the dearth of East Asian area specialists mastering the entire East Asia, the pool of area specialists on Southeast Asia is still more limited because of the weak demand in academy and society. As compared with Chinese and Japanese studies, the extremely small number of departments on Southeast Asian studies reflects the objective conditions of Korea as well as the subjective conceptions of the region. In particular, the geopolitical conditions of Korea situated between the strong continental and maritime powers have caused the difficulties in extending its strategic vision beyond Northeast Asia.

Coupled with the objective conditions, certain subjective conceptions have caused an ethnocentric perspective focused on Northeast Asia. In contrast with the close connections of China and Japan with Southeast Asia for several centuries at least, the prolonged absence of direct contacts between Korea and Southeast Asia contributed to solidify the less than active posture of Korea toward Southeast Asia. In the historical context, the institutional and ideational 'path-dependence' of Korean universities will pose a serious obstacle to progress in East Asian studies. For the present, therefore, the prospects for curriculum development on East Asian studies in Korea are not very bright beyond the vicious cycle of low demand and low supply.

The dislocation between the dynamic, objective conditions and the static, subjective conceptions presents a profound challenge to Korean universities. While the former is now rapidly extending to East Asia, the latter is still largely confined to Northeast Asia. As compared with the long, wide and deep relations of China and Japan with Southeast Asia, Korea's relations with Southeast Asia are short, narrow and shallow. Since the end of the Cold War, nonetheless, Korea and Southeast Asia have recorded a great increase not just in economic transactions but in human interactions, to an extent comparable to China and Japan (Tables 2 and 3). Indeed, it is especially remarkable in view of the overwhelming size of population and economy of the two neighboring powers.

Table 2: Human Movements to Southeast Asia

Area	2005		2006	
	Number (000)	%	Number (000)	%
ASEAN(10)	23,254.3	45.3	25,109.6	45.7
Japan	3,650.4	7.1	3,667.1	6.7
China	3,007.0	5.9	2,997.8	5.5
Korea	2,645.3	5.2	3,349.6	6.1
Taiwan	1,605.2	3.1	1,603.2	2.9
Hong Kong	1,022.4	2.0	1,029.3	1.9
East Asia	35,184.6	68.6	37,756.6	68.8

Source: ASEAN Secretariat, 2008.

Table 3: Human Movements to Korea in East Asia

Area	2005		2006	
	Number	%	Number	%
Japan	2,440,139	42.5	2,338,921	39.5
China	710,243	12.4	8,96,969	15.1
ASEAN(7)*	655,207	11.4	704,761	11.9
Taiwan	351,438	6.1	338,162	5.7
Hong Kong	166,206	2.9	142,786	2.4
East Asia	4,323,233	75.3	4,421,599	74.6

Note: * Philippines, Thailand, Malaysia, Singapore, Indonesia, Vietnam and Myanmar.

Source: Korea National Tourism Organization (KNTA), 2008.

In the conventional perceptions of national diversity, the dynamic changes of East Asia toward regional unity are overshadowed by its static continuities in indigenous, Confucian, Buddhist, Islamic and Christian traditions. The creeds of a religious belief overwhelm the needs of everyday life. To a large extent, however, diversity is the outcome of a subjective perspective focusing on diversity, rather than the reflection of the objective reality in East Asia. In this regard, globalization offers both opportunities and challenges to the progress of East Asian studies. Regional 'time-space compression' will stimulate centripetal forces to promote East Asian studies, on one hand, and national 'time-space distantiation' will stimulate centrifugal forces to retard East Asian studies, on the other.

V. Conclusions

In Korea East Asian studies, largely confined to studies on Northeast Asia, are compartmentalized into individual country studies on China and Japan, on one hand, and individual academic disciplines such as language, literature, philosophy, history, politics, economics, sociology and anthropology, on the other. In coping with the opportunities and challenges of globalization, it is necessary to develop a curriculum that is adequate for promoting the regional identity and solidarity of East Asia. Nevertheless, the current academic grounds for East Asia studies are extremely sterile. Constrained by institutional and ideational 'path-dependence,' even the rapid changes in regional geopolitical, geoeconomic and geocultural landscapes have failed to promote East Asian studies.

Under the circumstances, Southeast Asia studies, which are essential to the development of East Asian studies, are suffering from chronic stunt. In terms of both quantity and quality, Southeast Asian studies are lagging far behind the needs of the time. As a result, the current state of curriculum development on East Asian studies is characterized by its narrow scope and shallow depth. Without the advancement of Southeast Asian studies, the development of holistic, inter-disciplinary, comparative and constructivist East Asian studies is out of the question. Despite the short-term pessimism, on the other hand, the rapid growth in economic transactions and human interactions implies certain long-term optimism for Southeast Asian studies and, thus, for East Asian studies.

Considering the almost total absence of a reasonable curriculum on East Asian studies, one of the most profound challenges for Korea lies in the paradigmatic shift in East Asia studies beyond the static Fairbank paradigm toward the dynamic World Bank paradigm. However, such a fundamental reorientation will result from cumulative progress on both institutional and ideational dimensions. The geopolitical location of Korea, a peninsula between continental and maritime powers, has conditioned its preoccupation with Northeast Asia. To break through its historical predicament, however, Korea needs to develop East Asian studies for an East Asian community of 'peace, prosperity and progress.'

ISSUES, CHALLENGES, AND PROSPECTS

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The paper represents the author's views only.

The Institute for International Relations (IIR) has been ranked first in depth and breadth among those offering under graduate and graduate programs on International Relations. East Asian Studies is the focal point of the BA and MA curriculums at the Institute. Different from other academic institutions which foster the interdisciplinary study of contemporary and historical East Asia, the IIR mainly develops the curriculum on East Asian Studies from the aspects of political science and international relations. As such, the program particularly concentrates on international relations issues. The curriculum has been developed on the basis of human resources at the IIR and the demand of employers, first and foremost the Ministry of Foreign Affairs, to which the IIR is affiliated.

OVERVIEW OF THE CURRICULUM DEVELOPMENT ON EAST ASIAN STUDIES AT THE IIR

Established in 1959, the Institute for International Relations functions as the research and training center for the Ministry of Foreign Affairs of Vietnam. In addition, the Institute also provides experts in foreign affairs for other institutions, including the government offices, business sector, NGOs, and International Organizations. Therefore, the general academic program has been designed on the basis of the demands from those employers.

Before 1993, most of the curriculums were much influenced by the former-Soviet academia. It much concentrated on the East-West confrontation and ideological struggle. When the Institute re-opened the under-graduate program on International Relations in 1993, Vietnam had already been implementing the open-policy and integrating into the region and the world. Its external relations developed tremendously with a focus on East Asia. The demand for experts in international relations and foreign affairs became increasingly pressing. As a result, the IIR adjusted its academic program to the new reality. In this context, East Asian Studies has become the focal point of the academic curriculum since East Asia is the priority in Vietnam's foreign policy. Although there is not a separated East Asian Studies program at the IIR, courses related to East Asia varies from political, economic, and security issues.

Notably, the East Asian curriculum at the IIR is different from those of other academic institutions in Vietnam. All courses related to East Asia are designed on the approach of political science and international relations. The National University of Social Sciences and Humanities, for example, develops the interdisciplinary study of contemporary and historical East Asia. Courses on East Asian reflect various aspects of the region, including religion, politics, economics, culture, philosophy, linguistics, etc However, the curriculum on East Asian Studies at the IIR mostly centers on international issues. In terms of geography, the curriculum concentrates on South East Asia and North East Asia. The orientation of the curriculum is in accordance with the priority of Vietnam's foreign policy on neighboring and regional partners. In terms of issues, the curriculum is designed to provide internationally-minded students with basic competence in international relations in East Asia and enhances their understanding of Vietnam's foreign relations through perspectives gained from the study of regional issues. Several required courses in which East Asia is one of the subjects are offered for students of all four majors (International Relations, International Economics, International Law, and Linguistics) - (See Table 1).

**Table 1: Courses related to East Asia offered to undergraduate students
Of the Institute for International Relations
(Applied from 2004 school year)**

Course	Students majoring in International Relations		Students majoring in International Economics	Students majoring in International Law	Students majoring in Linguistic
	International Security	Area Studies			
Foundation Courses on Social Science					
History of Civilization	O	O	O	O	O
Foundation Courses on International Relations					
History of Political Theories	O	O	O	O	N
Vietnam's External Economic Relations	O	O	O	O	N
Courses on International Relations					
History of International Relations	O	O	O	O	O
Vietnamese Foreign Policy	O	O	O	O	O
International Economic Relations	O	O	O	O	O
Specialized Courses on International Relations					
Contemporary International Politics	O	O	N	N	N
Relations among Powers	O	O	N	N	N
Global issues in IR	O	O	N	N	N
Asia-Pacific Security	O	O	N	N	N
Vietnamese Policies towards Key Partners	O	O	N	N	N
Theories of International Security	O	N	N	N	N
Non-traditional Security Issues	O	N	N	N	N
Conflicts and Resolutions in IR	O	N	N	N	N
China Studies	N	1	N	N	N
Japan Studies	N	1	N	N	N
Southeast Asia Studies & ASEAN	N	1	N	N	N

(O stands for "offered" – N stands for "not offered")

According to the Table, students majoring in International Relations might choose either International Security Studies or Area Studies as their specialization. The Area Studies Program includes China Studies, Japan Studies, and Southeast Asia Studies & ASEAN. In other words, although East Asian Studies are not offered as a separated program, it is one of the selective programs of those majoring in international relations. This program provides students with an intensive understanding of specific issues related to East Asia. In China Studies program, for example, students study the political system, its economic development, and foreign policy of China. In Southeast Asia Studies and ASEAN, students have opportunities to study the contemporary regional politics, regionalism, ASEAN, and security issues.

In a word, although mainly focusing on international relations issues, courses related to East Asia account for an important ratio in the general IR curriculum at the Institute for International Relations. The curriculum development has also reflected changes in Vietnam's foreign policy and demand from various employers.

CHALLENGES FOR DEVELOPING CURRICULUM ON EAST ASIAN STUDIES

The Institute for International Relations has long been coping with many challenges in developing curriculum on East Asian Studies. These challenges involve both academic and technical.

First, the major offered at the IIR is the international relations, not East Asia Studies. Therefore, East Asia is the only secondary object of study in most of courses offered at the IIR, for example, the "History of International Relations" and "Vietnam's External Economic Relations." Meanwhile, the Oriental Studies Department of the National University on Social Science and Humanities offer all courses in which East Asia is the primary object of study.

Second, the curriculum at the IIR is designed on international relations but not on interdisciplinary approach. As such, many programs such as those in art, literature, culture, religions, sociology, ect, which might support the study in international relations, are not offered at the IIR.

Resulted from the above challenges, the third challenge comes from the limit of time for East Asian studies programs. For example, China Studies program is offered only to the third – year students as an optional course. Despite the time – frame of only 2 credits, the course is designed with high expectation of providing students with competence in many issues related to China's domestic and foreign policies.

Fourth, the lack of materials is also a big challenge for the curriculum development on East Asian studies. The IIR is not updated with research studies, articles, and other publications on East Asian studies from Western universities. The limit of budget hinders the IIR for purchasing these publications.

Fifth, the IIR has not yet developed close cooperation with other domestic and international academic institutions which foster East Asian Studies programs.



Emerging challenges in EA

By
Kavi Chongkittavorn
The Nation
10 March 2008
Chulalongkorn University



New international order

- International practices and institution no longer reflected the real distribution of world power
- Fail to meet global challenges and inspiration of rising nations
- Asia wants to seek economic, political, cultural influence commensurate with its growing economies



Asia today

- Asia contribute to global GDP doubled to 36 per cent since 1980
- In 2020, it will raise to 45 per cent
- Asia embraces globalization, IT and science
- Asia middle class in China, India and Southeast Asia will reach 650 millions in 2010
- In past two decades, Asia's economy, without Japan, expands at 7.5 per cent per year, double the world's average.
- Next two decades, growth will be four to six per cent



EA & new international order

- New members of UN Security Council from Asia (Japan and India)
- Asians should run IMF and World Bank
- Asia should have its own Helsinki-type security arrangement to tackle Korean Peninsula and Cross-straits relations
- Asia should also establish its own human rights commission



New Challenges in East Asia

- East Asian community-building
- Northeast Asian Security Forum
- Reinvent Asean Regional Forum
- North Korea's place in regional security environment i.e. Treaty of Amity and Cooperation



East Asian community-building

- East Asian Summit 2005
 - inclusive or exclusive
 - regional or global issues
 - Going for Japan-China *modus vivendi*
- Asean plus three since 1997
 - community-building
 - Asean taking the lead



New balance in global system

- Truly equal and connected centers of power (Washington, Paris, London, Moscow, Delhi, Beijing, Tokyo, Canberra, Brasilia)
- Asia plays equal role as the US/Europe shaping global institutions/ norms
- Sharing responsibility in manage global challenges
- Asean with its charter broaden its international profile and identity



Symptom of East Asian media

- **Parochialisms:** writing about themselves without common shared value or destiny
- **Fear of interference:** tow government lines, adopt non-interference principle
- **Mutual ignorance:** no common understanding of history—individually or as a group
- **Fixed mindset:** we are better than “others”, top down approach with little or no reference to ordinary people

**Team study in my curriculum
— Economic Effects of
International Integration**



By Dr. FAN Ying

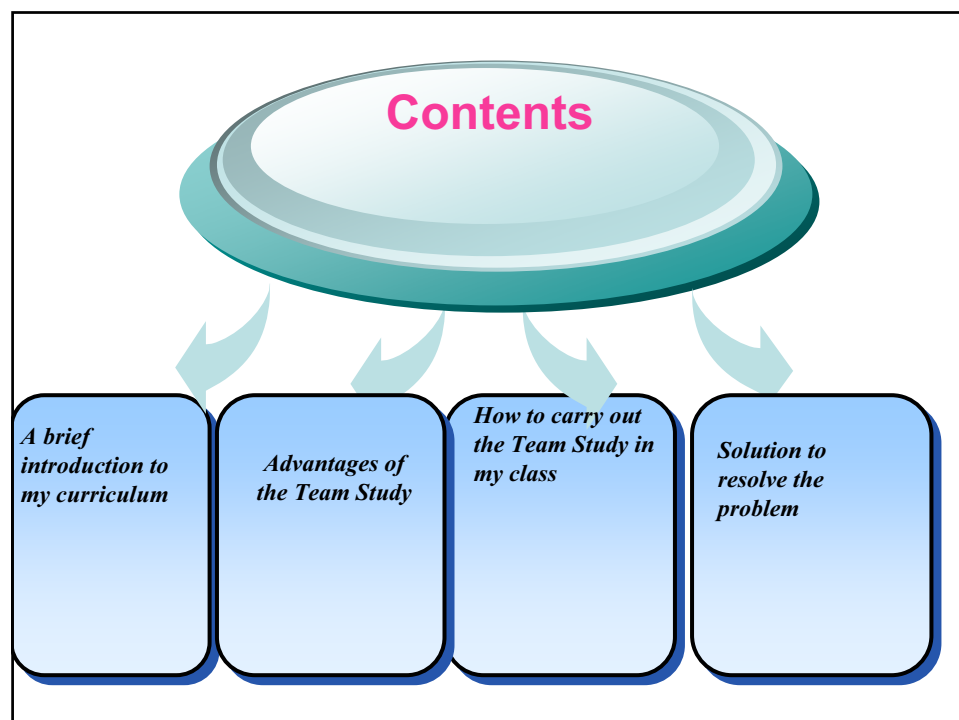
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**China Foreign Affairs University(CFAU),
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Thailand**

Workshop on "Curriculum Development on East Asian Studies"





A brief introduction to my curriculum— — Economic Effects of International Integration

Workshop on "Curriculum Development on East Asian Studies"



- **i) why it is so important to develop East Asian study in China Foreign Affairs University**
- **ii) Main Content of Economic Effects of International Integration**

Workshop on "Curriculum Development on East Asian Studies"

i) why it is so important to develop East Asian study in China Foreign Affairs University



- Our university was founded in 1955 and offers baccalaureate, master, and doctoral degrees in international relations, international law, international economics, and foreign languages. The CFAU is responsible for training diplomats and providing qualified personnel for a variety of important ministerial posts. In recent years, an increasing number of our graduates go to work in China's burgeoning private sector and the press corps. Though the CFAU has a teaching staff of only 250 and a student body of no more than 2000, it is one of the most prestigious institutions of higher learning in China that is leading in the research and teaching of International relations theory, China's foreign policy and diplomacy, European external relations, East Asian community building, etc.

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ii) Main Contents of Economic Effects of International Integration



- The international economic integration is one of the most prominent phenomena and trends of the development process of world economy since the end of the second world war. It has exerted and is still exerting profound influence to the world economy and becomes a more and more hot topic drawing much attention around the world.
- The content of this curriculum is consisted of the introduction, six body chapters and the chapter of conclusion. The concrete structure and the main content are as follows:

Workshop on "Curriculum Development on East Asian Studies"

ii) Main Content of Economic Effects of International Integration (CT)



- The first chapter is consisted of three parts: firstly, the definition and connotation of international economic integration; secondly, the organizational forms and their connotation of international economic integration; thirdly, the new trends of international economic integration in the new century.
- The second chapter is about the retrospection and analysis of the theories on the economic effects of international economic integration. It combs through and makes a summary of the relevant theories on the economic effects of international economic integration and makes an analysis. This chapter mainly lays the foundation for the empirical study of different patterns of international economic integration in the following chapters.

Workshop on "Curriculum Development on East Asian Studies"

ii) Main Content of Economic Effects of International Integration (CT)



- The third chapter is about the analysis of the economic effects of EU, the typical north-to-north pattern of economic integration organization.
- The fourth chapter is about the analysis of the economic effects of NAFTA, the model of south-to-north pattern of economic integration organization. The new pattern of economic integration is quintessential as a model.
- The fifth chapter is about the analysis of the economic effects of AFTA, the model of south-to-south pattern of economic integration organization. It consisted of four subchapters, which mainly analyzes the achievement and deficiency of AFTA including developing countries from the aspects of the content and implementation of the agreement of AFTA, the trade effects, the investment effects and the main reasons of its slow development.

Workshop on "Curriculum Development on East Asian Studies"

ii) Main Content of Economic Effects of International Integration (CT)



- The sixth chapter is about the China's strategic choice of participating in the international economic integration process. It discusses on how China should adjust its strategic scheme, make rational strategic choice and the further the East Asian cooperation by actively promotes 10+3 FTA.
- The conclusion chapter is of course not the simple repetition of the main points in the curriculum, it is an afresh speculation, induction, summary and sublimation.

Workshop on "Curriculum Development on East Asian Studies"

II. Advantages of the Team Study



What here I mean the 'Team Study' is, the students in my class were divided into several groups (normally, 3 or 4 persons each) on the diversified major background. To my understanding, the advantages of the Team Study are as follows:

- i. To directly develop the students' expressive power, let the students be articulating their thoughts and feelings, possess a natural flair for public speaking, which might lay the foundation for their whole life. Normally, as we all know, quite a lot of people from Asia, especially from China will feel uncomfortable when they speak before the public, and so do the students from this region. And additionally, half-century-old Soviet-style teaching methods' model has dominated Chinese classroom, i.e., there is very little interaction between the teacher and the students and/or student and student. Under that circumstance, the teacher always keeps talking and the students are good listeners in classroom. Therefore, most Chinese students are not willing to speak in class.

Workshop on "Curriculum Development on East Asian Studies"

II. Advantages of the Team Study (Cont.)



- ii. To promote the communication between the students which happen occasionally in the past.
 - Team study could give the students opportunity to learn sth. themselves. They can have their own evaluating standard so as to judge the contributions of each member in the team. The students can inspire themselves, and get help and learn from each other, which is hard to obtain from the whole class activities.
 - Furthermore, the students have to cooperate each other while dealing with their tasks, which can enhance their interaction. Actually, the key issue of a successful team depends upon the level of its internal interaction. And the level of interaction quite depends upon the extent of their cooperation and communication which could help them gain the support from other members of the team and sense of belonging as well as inspire them to achieve their team goal.

Workshop on "Curriculum Development on East Asian Studies"

II. Advantages of the Team Study (Cont.)



- So what we emphasize here is the gain from the process of team study because during the process, students analyze the data information and exchange their viewpoints together, and get the solution finally. Every member in the team could have a chance to put up a question to others, control the progress and play role in the process. They also learn while sharing and discussing the information each other. So, team study could definitely cultivate the students' communicating habit with their companions.

Workshop on "Curriculum Development on East Asian Studies"

iii. To motivate students' more creativity, and keep them break down their limitation of thinking.



- To develop the spirit of cooperation, team members have to apply the right tactics, especially the advanced way of thinking, i.e. the critical and creative way of thinking, by which could make the students try to learn sth. all their life and keep innovating spirit.

Workshop on "Curriculum Development on East Asian Studies"

- iv. To invigorate classroom atmosphere, and make the class become a little bit relaxed; meanwhile it could bring all positive factors of the teacher and students into play by their mutual communication in the class, to release their energy depressed in their subconsciousness although team study definitely bring about much more pressure to the teacher because she will not only play a teller or source of information, but also has to figure out how to let the students grasp the knowledge while participating actively in the class which require her must get well prepared before class.



Workshop on "Curriculum Development on East Asian Studies"

How to carry out the Team Study in my class



- i. To set up the team
- Setting up the right study groups so as to get more efficient team work is the key issue of the team study. Normally, the students are grouped by themselves or by lot based on diversified major background (say, International Economics, International Law, International Relations, Diplomacy, English, Japanese and French, etc.) which is very helpful to the discussion since the members have different major perspectives. And each team should appoint a leader who is responsible for the team managing work after class.
- The most important issue here is that the teacher should clarify what kind of activity or task she wants the team to do, which really requires her to set up a clear task structure.

Workshop on "Curriculum Development on East Asian Studies"

How to carry out the Team Study in my class



- ii. To prepare the group report
- During the preparing process, the role of the group leader is very important. He or she has to take the responsibility for organizing the team job, say, to select the topic, to distribute the work based on the team specialization, and to bridge between the teacher and students, etc..
- Suppose one member of the team wants to analyze some information, they must decide how many parts should the data be divided by team discussion, then make a new research plan by summarizing the information and have judging the value of their job. Finally, they will get a road map to realize their goal based on the approval of all the members of the team. So, the coordinating ability of the team leader is a must.

Workshop on "Curriculum Development on East Asian Studies"

How to carry out the Team Study in my class (ctn)



- iii. To present in the class
- i) team presentation (no more than 15 min.)
- Actually, team class presentation means that the students are put in a favorable position to speech. So normally, every member in the team will be asked to present in the class.
- ii) class interaction including discussion by Q&A (no more than 15 min.)
- Normally, there are three steps in Q & A part. Firstly, to initiate, which is the other students' and/or the teacher's job. Secondly, to response, which is the presenters' job. And thirdly, to evaluate, which is both the teacher and the students' job.

Workshop on "Curriculum Development on East Asian Studies"

How to carry out the Team Study in my class (ctn)



- iv. To evaluate
- Evaluation is so important for team study since it could not only monitor but also inspire the students' work. Otherwise, it is hard for us to manage the team study activities well.
- i) Students' evaluation, which means the students evaluate each other (give the mark based on the Evaluation Sheet, see Appendix 1)
- ii) Teacher's evaluation, which means my comments on each presentation. And normally it happened after the students' evaluation (the evaluation sheets were collected) so as to make the students judge independently. And I usually do my best to give the positive comments as much as possible because as we all know the teacher's encouragement will do urge the students to further efforts.

Workshop on "Curriculum Development on East Asian Studies"

How to carry out the Team Study in my class (ctn)



- Pay attention to that when the teacher makes comments on the team report, she should try to do more induction, less deduction; more enlightenment, less lecturing; and more encouragement, less criticism. The teacher especially should highly encourage those new views expounded so as to develop the critical and original way of thinking of the students

Workshop on "Curriculum Development on East Asian Studies"

Evaluation Sheet



Please try to be fair when you give a mark.

- Structure of speech is very clear, conveying a strong sense of purpose and articulate design.
- Different sources of information are used fluently in the speech.
- Speaks clearly, with confidence and has 'presence'.
- Maintains eye contact consistently and uses body language effectively to create interest.
- Speech is evidence of a very solid understanding based on models read and studied in class.
- Uses drafting and other strategies very successfully in preparation for presentation.

Workshop on "Curriculum Development on East Asian Studies"

III. Solution to resolve the problem



- One look around will find that there are still lots of problems existing in East Asian study or research although we have made a great progress in many aspects. Apparently, the exchange between East Asian members is far from sound situation. One of those is that the serious shortage and content of people exchange between the East Asian members. That is, the majority of the people exchange at present is still focusing on the officials, businessmen and tourists instead of the intellectuals, including teachers, students, skilled workers.

Workshop on "Curriculum Development on East Asian Studies"

III. Solution to resolve the problem (CTN)



- East Asian countries should increase contact and develop all-round exchange, not only in merchandise trade, but also in political, social, educational, scientific and technological aspects. Definitely, East Asian members should also further to speed up economic, security and cultural integration.
- The core issue is to upgrade the relationship from 'commodity link' to 'people ties'. In other words, people at a broad and all-round exchange, especially the exchange of the intellectual and their viewpoints are becoming urgent to further speed up the East Asian economic cooperation.
- So, it is necessary for East Asian members to open the service and investment fields as well as commodity field so as to further the research of this area.

Workshop on "Curriculum Development on East Asian Studies"

My Conclusion



- Generally speaking, the extent of East Asian Study is far enough here in China. And as professors, we really need to develop much more efficient teaching method to lead the younger generation to pay attention to the issue of this region. And fortunately, the advantages of the team study could really help us to stimulate students' interest in East Asian Study.

Workshop on "Curriculum Development on East Asian Studies"



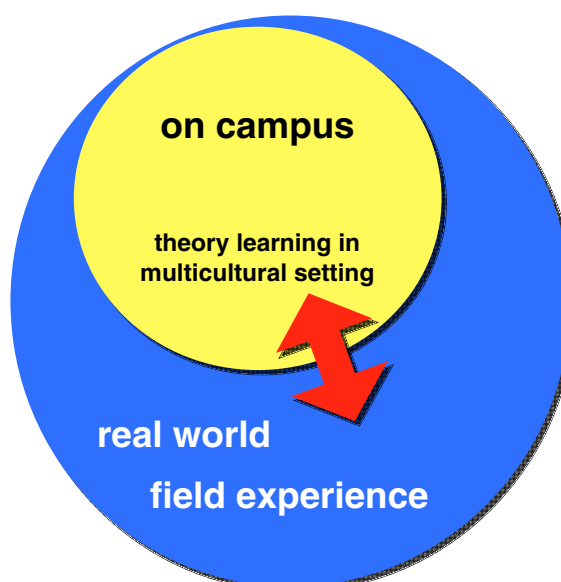


East Asian Studies in Action

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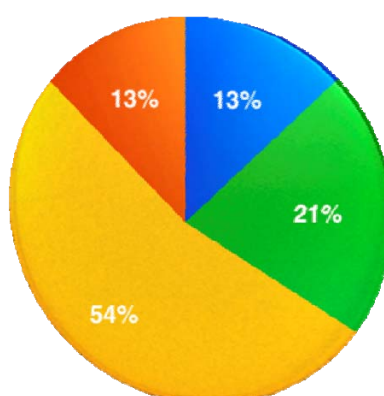
APU-a unique multicultural educational environment

- 50/50 ratio of international and domestic students
- 50/50 ratio of international and domestic faculty members
- Global Active Learning



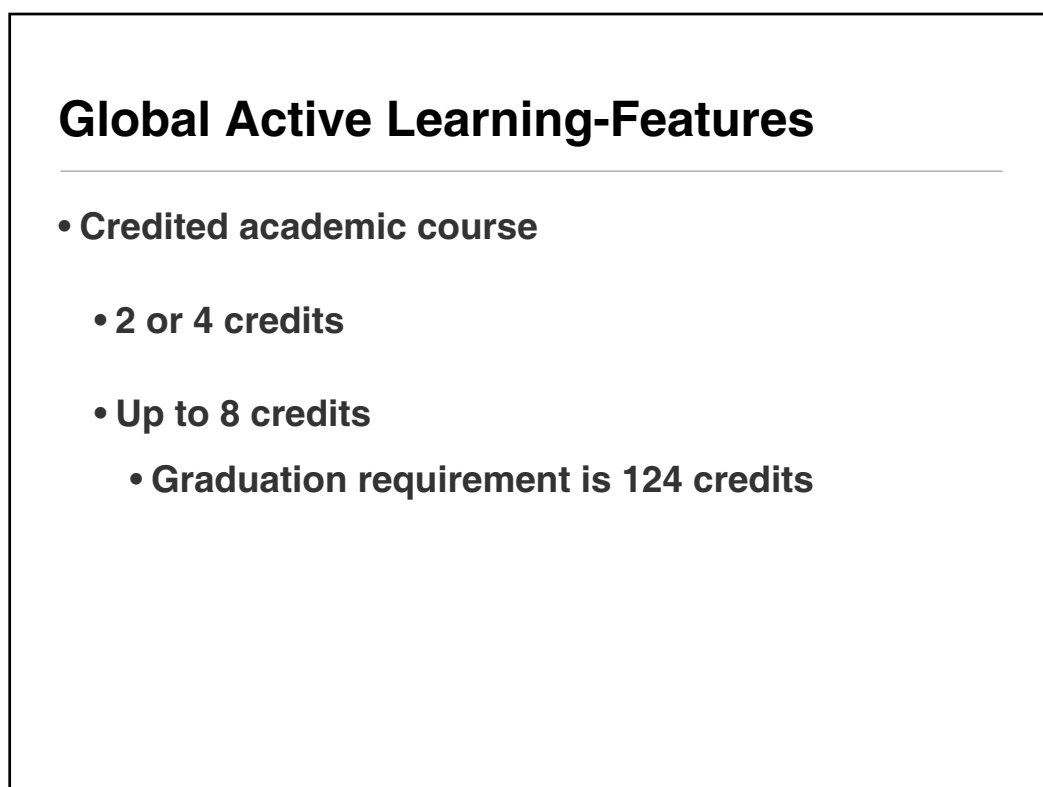
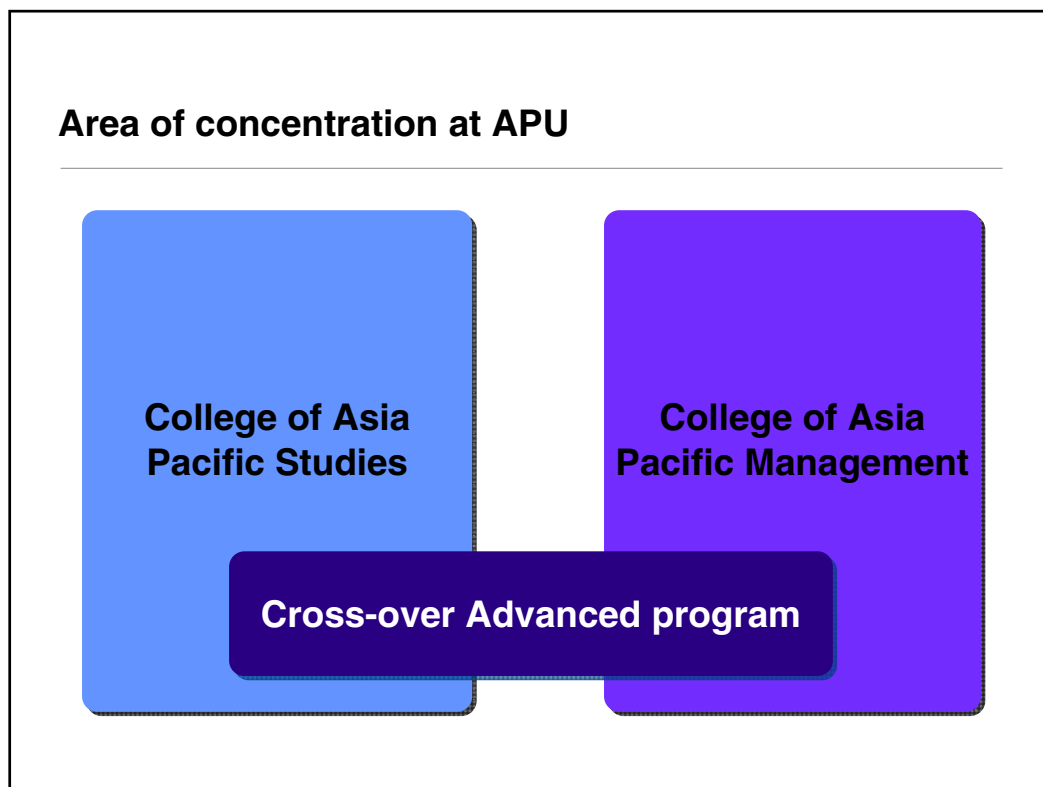
multi-cultural learning environment

● ASEAN ● China & Korea ● Domestic ● Others



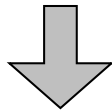
Multicultural learning environment

ASEAN	undergraduate	post-graduate	short term
Brunei Darussalam	0	0	0
Cambodia	0	5	0
Indonesia	145	11	0
Lao PDR	0	7	0
Malaysia	11	8	0
Myanmar	51	4	0
Philippines	10	9	3
Singapore	3	3	1
Thailand	230	5	0
Vietnam	180	22	0



Global Active Learning-Features

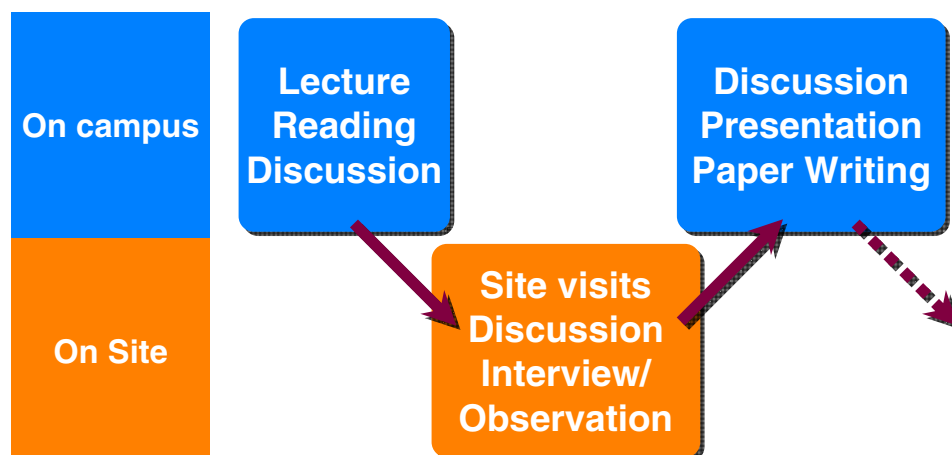
- Faculty led program
 - Full-time faculty member
 - Part-time faculty on the site



- Close connection with theory and the experience based field study program

Global Active Learning-Features

- Comprehensive and balanced program



Global Active Learning-Features



Field studies in 2007-8AY

Program	Location
Freshman Workshop	<i>Beppu City</i>
FIRST	<i>Korea, Hong Kong, Taiwan</i>
SE Asia Experience	<i>Thailand or Malaysia</i>
Eco-tourism	<i>Thailand</i>
Sustainable development (organic farm stay)	<i>Philippines</i>
Walking the passage of Korean Delegation	<i>Korea and Japan</i>
Comparative study of SME	<i>Malaysia</i>
Traditional ship building technology	<i>Indonesia</i>
SE Asia Studies Joint Seminar	<i>Malaysia</i>
Islam and its relation to Indonesian society	<i>Indonesia</i>
International Relations in North-east Asia	<i>Mongolia</i>

FIRST (First year Intercultural Relations Study Trip)

- Five day Intercultural “Orienteering” Program
 - 2 credits
- Expose APU’s domestic students to Asia
- Provide an opportunity for APU students to have maximum face-to-face interaction with local citizens
- Create an appropriate amount of uncertainty and anxiety so that students can learn from their own experiences
- Give students a chance to plan for their academic life at APU

Joint Seminar in Southeast Asia Studies

- Sharing the contemporary issues with other Asian students face-to-face
- Format
 - Lecture
 - Multi-cultural Group Discussion
- Duration
 - One week
- Participating universities
 - Universiti Sains Malaysia (host university)
 - Walailak University
 - Ateneo de Manila University
 - Ritsumeikan Asia Pacific University

Learning Outcomes

- **Changes in the perception of Southeast Asia**
- **Increase in motivation to study Southeast Asia**
- **Better preparation to study about Southeast Asian issues**
- **Wider network of friends in Southeast Asia**
- **Stronger motivation for further visit/study in Southeast Asia**
- **Strong recognition as a “citizen of Asia”**

Future plans

- **Add more courses with more varieties**
 - **Diversity in program content**
 - **Diversity in countries**
- **Increase the number of “collaborative/joint” programs**
 - **Search appropriate partner institutions**
 - **Search funding**



MALAYSIAN UNIVERSITIES DEALING WITH ASIAN STUDIES

- MAJOR SHAREHOLDERS
 - UNIVERSITI MALAYA
 - UNIVERSITI KEBANGSAAN (NATIONAL) MALAYSIA
- OTHER SHAREHOLDERS
 - UNIVERSITI SAINS (SCIENCE) MALAYSIA (USM)
 - UNIVERSITI MALAYSIA SARAWAK (UNIMAS)
 - UNIVERSITI MALAYSIA SARAWAK (UMS)
 - UNIVERSITI UTARA (NORTHERN) MALAYSIA (UUM)

UNIVERSITI MALAYA (UM)

- PIONEER ON ASIAN STUDIES
- TEACHING
 - HISTORY DEPARTMENT
 - CHINESE STUDIES DEPARTMENT
 - EAST ASIAN STUDIES DEPARTMENT (RECENT SET-UP)
 - INDIAN STUDIES DEPARTMENT
- RESEARCH
 - INSTITUTE OF CHINA STUDIES

DEPT OF HISTORY (UM)

- MASTERS OF ARTS (SOUTHEAST ASIAN STUDIES)
- SUBJECTS OFFERED:
 - Golden Age of Southeast Asian History, 3rd-15th Century
 - Religion, Culture and Society in Southeast Asian History
 - Trade in Southeast Asian before The Second World War
 - Colonialism and the Resurgence of Southeast Asia
 - Government and Politics in Southeast Asia on Southeast Asia History
 - Higher Degree Seminars on Southeast Asia History

DEPT. OF CHINESE STUDIES (UM)

- ESTABLISHED 1963
- FOCUS
 - LANGUAGE AND LITERATURE
 - SOCIO-CULTURE
- UNDERGRADUATE COURSES KNOWN AS TIONGHOA STUDIES
- NO POST-GRADUATE TAUGHT COURSES

THE CURRICULUM (UM)

- Language and Writing Mixed Chinese
- Modern Chinese Grammar
- Introduction to Classical Chinese Studies
- Classical Chinese Literature
- Ancient Writing and Cynography
- Modern Chinese Literature
- Chinese Society Studies
- History of China in the Early Ages until 200bc
- Tionghua Culture and Society in South East Asia
- Chinese Linguistics
- Traditional Chinese Fiction
- Classical Chinese Literature Text
- Chinese Thoughts in Arts Studies
- Mahua Literature
- Classical Chinese Drama
- Chinese Philosophy
- Analysis of Chinese Texts
- Translation: Theory and Practical
- Culture of Chinese Entrepreneurs
- Phonetics and Phonology of the Chinese Language
- Tang Dynasty, Reign of the 5 Dynasties and Song Dynasty
- History of China from The 7th Century to the 13th Century
- Current Issues
- Islam in China

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DEPT OF EAST ASIAN STUDIES (UM)

- AN INTEGRATION OF CHINESE, JAPANESE AND KOREAN STUDIES AT UNDEGRADUATE LEVEL.
 - FOCUSES ON LANGUAGES OF THREE COUNTRIES
 - BACHELOR OF ARTS
 - CONTACT:
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DEPT OF EAST ASIAN STUDIES (UM) UNDERGRADUATE PROGRAM

SUBJECTS OFFERED

- Introductory East Asian Civilizations
- East Asian Politics and Economics
- Japanese 1A & 1B, 2A & 2B, 3A & 3B
- Korean 1A & 1B, 2A & 2B, 3A & 3B
- Chinese Languages and Writing
- Modern Chinese Grammar
- Chinese 1A & 1B, 2A & 2B, 3A & 3B, 4A & 4B
- Introduction to Classical Chinese Studies
- Classical Chinese Literature
- East Asian International Relations
- Introductory Japanese Literature
- Korean Culture and Society
- Classical Korean

SUBJECTS OFFERED

- Chinese Culture and Society
- Chinese History from the Early Ages to 200bc
- Chinese Linguistics
- Modernization Process of East Asia
- Basis of Japan's Economy
- Local Government of Japan
- Development of the Japanese
- Politics and economy of Korea
- Relationship between North Korea and South Korea
- Confucianism in China
- Chinese Thoughts in Arts Studies

DEPT OF EAST ASIAN STUDIES (UM) UNDERGRADUATE PROGRAM

SUBJECTS OFFERED

- Organizational Culture in Korea
- History of Modern Chinese
- Intellectuals
- Translation: Theory and Practical
- Conflicts in the East Asian Territory
- Foreign Policies of Japan
- Relations between Japan and ASEAN
- Politics of Modern South Korea
- Islam in China
- Chinese Text in Philosophy
- History of China from the 7th Century to the 13th Century

SUBJECTS OFFERED

- Security Issues in East Asia
- Population Resource and Economy of Japan
- Industry and Basic Industry in Japan
- Foreign Policies of Korea

UNIVERSITI KEBANGSAAN (NATIONAL) MALAYSIA (UKM)

- TEACHING
 - NO SPECIFIC PROGRAM AT UNDERGRADUATE LEVEL
 - INTRODUCING EAST ASIAN STUDIES AT MASTERS LEVEL IN 2005 (NO TAKERS; SLOW RESPONSE)
 - FACULTY OF SOCIAL SCIENCES AND HUMANITIES
 - SCHOOL OF HISTORY, POLITICS, AND STRATEGIC STUDIES
 - SCHOOL OF SOCIAL, DEVELOPMENT, AND ENVIRONMENT
 - SCHOOL OF LINGUISTIC AND MODERN LANGUAGES

UNIVERSITI KEBANGSAAN (NATIONAL) MALAYSIA (UKM)

- INSTITUTE
 - RESEARCH BASE
 - INSTITUTE OF MALAYSIA AND INTERNATIONAL STUDIES (IKMAS)
- EAST ASIAN LANGUGAES OFFERED BY SCHOOL OF LINGUISTIC AND MODERN LANGUAGES
 - JAPANESE
 - KOREAN
 - THAI
 - MANDARIN

SCHOOL OF LINGUISTIC AND MODERN LANGUAGES (UKM)

LANGUAGE COURSES OFFERED

- SPOKEN JAPANESE;
KOREAN; MANDARIN AND
THAI (BASIC > ADVANCE)
- READING IN MANDARIN
- WRITING IN MANDARIN

LITERATURE & CULTURE

- MANDARIN FOR TOURISM
- THAI FOR TOURISM
- READING IN JAPANESE
LITERATURE
- JAPANESE LANGUAGE
HISTORY
- JAPANESE SOCIETY AND
CULTURE

UNIVERSITI KEBANGSAAN (NATIONAL) MALAYSIA (UKM)

BACHELOR IN INTERNATIONAL RELATIONS

- FOREIGN LANGUAGES ARE REQUIRED
- COURSES:
 - ASIA-PACIFIC POLITICAL ECONOMY
 - MAJOR POWERS IN ASIA-PACIFIC

BACHELOR IN HISTORY

- COURSES
 - SOUTHEAST ASIAN HISTORY
 - ASIA-PACIFIC HISTORY

UNIVERSITI KEBANGSAAN (NATIONAL) MALAYSIA (UKM)

BACHELOR IN POLITICAL SCIENCE

- SOUTHEAST ASIAN POLITICS

SCHOOL OF SOCIAL, DEVELOPMENT AND ENVIRONMENT

- ASIA-PACIFIC REGION
- SOUTHEAST ASIAN ETHNOGRAPHY

UNIVERSITI KEBANGSAAN (NATIONAL) MALAYSIA (UKM)

MASTERS IN SECURITY AND STRATEGIC ANALYSIS

- MAJOR SECURITY ISSUES OF ASIA-PACIFIC
- ETHNICITY, RELIGION AND SECURITY

MASTERS IN STRATEGY AND DIPLOMACY

- ASIA PACIFIC STRATEGIC AND SECURITY ISSUES

UKM

EAST ASIAN STUDIES PROGRAM

COURSES OFFERED

- MODERN HISTORY OF EAST ASIA
- STATE, CULTURE AND SOCIETY OF EAST ASIA
- PHYSICAL ENVIRONMENT AND PEOPLE OF EAST ASIAN REGION

COURSES OFFERED

- ECONOMIC DEVELOPMENT OF EAST ASIA
- INTERNATIONAL RELATIONS OF EAST ASIA
- TRADE AND FINANCE OF EAST ASIA
- INDUSTRIAL RELATIONS IN EAST ASIA
- DEMOGRAPHIC CHANGES AND SOCIAL ISSUES IN EAST ASIA

MASTERS IN EAST ASIAN STUDIES (UKM)

SUBJECTS OFFERED

- EAST ASIAN GEOSTRATEGIC
- SEMINAR ON CONTEMPORARY ISSUES OF EAST ASIA
- SPECIAL TOPIC: CHINA STUDY
- SPECIAL TOPIC: JAPAN STUDY
- SPECIAL TOPIC: KOREA STUDY

SUBJECTS OFFERED

- EAST ASIAN LANGUAGE COURSES ARE COMPULSORY

UNIVERSITI KEBANGSAAN (NATIONAL) MALAYSIA (UKM)

• CONTACT

SCHOOL OF HISTORY, POLITICS & STRATEGIC STUDIES
SCHOOL OF SOCIAL, DEVELOPMENT AND ENVIRONMENT
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UNIVERSITI SAINS (SCIENCE) MALAYSIA (USM)

- LOCATED IN PENANG ISLAND
- GENERAL OFFERING OF VARIOUS SUBJECTS ON EAST ASIAN STUDIES AT UNDERGRADUTE LEVEL
- NO SPECIFIC COURSES AT GRADUATE LEVEL
- KNOWN TO OFFER MORE COURSES ON EUROPEAN STUDIES.
- TWO MAJOR SCHOOLS OFFERING SUBJECT ON EAST ASIAN STUDIES
 - SCHOOL OF HUMANTIES
 - SCHOOL OF SOCIAL SCIENCES

UNIVERSITI SAINS (SCIENCE) MALAYSIA (USM)

- SCHOOL OF HUMANITIES – RESEARCH COMPONENT
 - ASIA-PACIFIC RESEARCH UNIT
 - promoting research of the Asia-Pacific region encompassing East and Southeast Asia, Australasia, Southwest Pacific, and the countries of the western coast of North and South America
- SCHOOL PF SOCIAL SCIENCES –RESEARCH COMPONENT
 - RESEARCH AND EDUCATION FOR PEACE
 - study of peace and conflict issues in Malaysia and across the ASEAN region.

UNIVERSITI SAINS (SCIENCE) MALAYSIA (USM)

SCHOOL OF SOCIAL SCIENCES

- SOUTHEAST ASIAN ECONOMIC TRANSFORMATION
- POLITICS AND REGIONALISM IN ASEAN
- SOCIETY AND CULTURE OF NUSANTARA

SCHOOL OF HUMANITIES

- EAST ASIAN HISTORY
- SOUTHEAST ASIAN ARCHIPELAGO
- SOUTHEAST ASIAN MODERN HISTORY
- 20TH CENTURY SOUTHEAST ASIAN HISTORY
- ISLAMIC AND ASIAN CIVILIZATION
- ASIAN THINKING: INDIA, CHINA & JAPAN
- ASEAN AND ASIA-PACIFIC GEOGRAPHY
- SOUTHEAST ASIAN MAINLAND
- ISSUES AND HISTORY OF EARLY SOUTHEAST ASIA

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