

History 266g: Business and East Asian Culture, 1800-present

Spring 2012, T Th 12:30-1:50 THH 202 (Plus Discussion Section)

GE Category II: Global Cultures and Traditions

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Course Objectives:

How do we account for the economic rise of the West in the period since 1800 (perhaps 1500?) and the subsequent economic rise of East Asia (China, Japan, Korea, Hong Kong, Taiwan, and Singapore)? In order to answer that question, this class argues that we need to think about links between business and economics on the one hand and politics, culture, and society on the other.

This course will challenge students to link the history of the corporation and other forms of business organization in East Asia to broad narratives of cultural, social, economic, and political change. Students will use case studies of various industries and business enterprises as their primary source of inspiration and then link these cases back to their cultural, social, economic and political context in discussion and writing.

We will focus on three themes:

- 1) **East Asian Business Model.** Is there an “East Asian Model” for successful (profitable and / or competitive) business behaviors? Is there a Chinese, Japanese, or Korean model?
- 2) **East Asian Economic Model.** Is there an East Asian model for a successful (growth-promoting) business environment and how does it differ from the West? How do businesses respond to their environments?
- 3) **Business and Its Context.** How can the study of business show the ways in which markets are related to culture, politics, and society?

Course Methodology: Reading Cases

Each week students will read one or more case studies about business or economic activities. Many of these cases are drawn from the Harvard Business School Case Book. These cases will provide the basis for discussions and papers, so students should read them carefully.

As you read each case try to relate it to the background and theoretical issues presented in lectures. Some context and background will be included in the case studies themselves. Also, it is important to try to read the cases as independently as possible. In other words, students should not just accept the interpretation of the scholar who wrote the case study. The author of the case study might address a particular issue, such as personnel

management, but you might use the information in the case to address another issue. Use the information in the case and make connections to the course material with your own creativity and insight. That creativity and insight should allow you to develop original ideas (arguments or theses) about the relationship between business and its social, political, and cultural context.

Unlike a business school reading, you are not trying to decide what business managers should or should not do in a given case. You are using the case to draw conclusions about the history of business and its relationship to its environment.

Keep in mind the fact that each case might not be representative of all kinds of business in a given place during a given time period and draw your conclusions accordingly.

Required Readings:

The cases listed in the schedule draw from three separate sources.

- 1) **There is a short Course Reader available at Trojan Bookstore**
- 2) **Some readings are available electronically through the USC Library in JSTOR**
The easiest way to access JSTOR is to go to the USC Libraries home page (this can be found by following the link to “libraries” in the “popular links” section on the USC home page). On the Libraries home page, click the e-Resources tab and from there you can either search for JSTOR or you can choose it from the “choose a link” drop-down list.
- 3) **Most of the readings are available electronically through Harvard Education**
Most of the case studies we will read are available through Harvard Business Education at <http://cb.hbsp.harvard.edu/cb/access/11156763>. The Course Name is USC History 266-2012. Be sure to register to purchase the cases through the class in order to get the student price (\$3.95 per case at the time this syllabus went to press).

Assignments:

Section Grade (19.5%, 39 possible. If you receive full credit for 13 out of 14 sections (weeks 2-15), you can receive 39 out of 39 points. If you receive full credit in all 14 sections, you can get 42 out of 39 possible points.)

Attendance and participation in graded section meetings are important to understanding and exploring the readings. Assigned readings for each week should be done by the first meeting of class each week. Each week you can earn as many as 3 points. Attendance without participation earns a C, or 2.25 points (75%) per section meeting. Participation or completion of other assignments made at the discretion of your TA will increase your points upward from 2.25. B-level participation will earn 2.55, A-level participation will earn 2.85 points, and A+ -level participation will earn 3 points. (You may receive grades between these levels as well, e.g. an A-/B+ or 2.7.)

You may make up missed sections by visiting your TA or professor in office hours to discuss the readings if you have a verifiable medical excuse or verifiable required

participation in a USC-sponsored activity. Professor Sheehan reserves the right to decide whether or not your participation in a USC-sponsored activity was actually required or voluntary.

Students who miss a section because they registered late must make up that section in office hours.

Quizzes (15% or 30 points (three out of four quizzes at 10 points each))

Four times over the course of the semester there will be unannounced quizzes during lecture of 10 points each. You will be allowed to drop your lowest quiz score.

Quizzes will test your knowledge of or ability to apply one or more of the following “Sheehan’s Quick and Dirty Guides”

- “Economies and Firms: Frameworks of History 266”
- “Explanations of the Great Divergence”
- “Business Firms and Forms”
- “The Question of East Asian Culture” (includes “The Chinese Classical Tradition,” and “Buddhism”
- “Modern Imperialism”
- “Late Development”
- “Marxism, Leninism, Stalinism, Maoism”
- “Globalization”

Makeup quizzes will be given only with a verifiable medical excuse or verifiable required participation in a USC-sponsored activity. Professor Sheehan reserves the right to decide whether or not your participation in a USC-sponsored activity was actually required or voluntary.

Final Exam (41 points or 20.5%)

Papers: (30 points each for a total of 90 points or 15% each for a total of 45%)

Three times over the course of the semester, students must submit a 3-4 page paper which will examine one or more case studies in its (or their) cultural, political, economic, and social context. The student will read the material carefully to construct a single thesis which addresses both 1) One or more of the themes of the class (including but not limited to the validity of one or more theoretical approaches presented in class), and 2) the links between that case study and its context. Students will decide which case studies to examine within the limits defined in the schedule below.

Some things to remember about papers:

- 1) These are assignments about making arguments and drawing insights based on limited information contained in the course readings. **Use of outside materials will result in a reduction in your grade.**
- 2) Papers will **have an original and creative thesis, stated in one sentence in the first paragraph**, which explains how the case or cases in question helps explain some aspect of history related to the themes of the class.

- 3) There is **no one right answer, but good answers have specific evidence** drawn from the case or cases in question in relation to all of the course materials and lectures (up to the time of the case study).
- 4) If you are having trouble coming up with a thesis, think of comparing cases.
- 5) **You must use the cases from the weeks assigned for each paper.** Comparison with earlier periods is allowed, but the bulk of the paper must draw from material from the current weeks. Using materials from the wrong periods will result in a 3 point deduction.
- 6) **All papers should have titles**, and a good title suggests an argument.
- 7) **A hard copy should be submitted in lecture and a matching electronic copy to Turnitin** through Blackboard. **Plagiarism will not be tolerated** (see section on Academic Integrity below).
- 8) **Late papers will receive a 1.5 point deduction for each day late. Papers submitted on time to Turnitin, but not in hard copy will receive a 0.5 point deduction for each day the hard copy is late.**
- 9) Papers must have your name, your TA's name, your section time, a title which suggests your thesis, 1" margins, be double spaced, have page numbers, and use a 12 point font, and use the "Times New Roman" font. There will be a 0.5 point deduction per violation of these rules (ie. use of a 10 point font and .05 inch margins will result in a total 1.0 point reduction (0.5 for each violation)).

Grading

There are a total of 200 points assigned with a possible 3 additional points from discussion sections (with weekly attendance and participation in section there are actually 203 points possible out of 200 points). Points for each grade will be entered in the Blackboard grade book, so you will be able to track your progress over the course of the semester.

Final Grades. Of the 200 point total, the lowest A is 93% (186 points), A- 90% (180 points), B+ 88% (176 points), B 83% (166 points), B- 80% (160 points), C+ 78% (156 points), C 73% (146 points), C- 70% (140 points), D+ 68% (136 points), D 63% (126 points), D- 60% (120 points). According to university policy, students selecting the Pass/No Pass option must have at least a C- (140 points). Students who show improvement over the semester or whose work is not reflected in the final point total may be awarded a final grade higher than that indicated by total number of points at the discretion of professor Sheehan.

Assignment Grades. A+ will receive 100% of possible points, A/A+ 98.3%, A 95%, A/A- 93.3%, A- 91.7%, A-/B+ (90%), etc. with some minor variations for rounding.

You will not be allowed to make up missed sections, quizzes or other assignments without a verifiable medical excuse or verifiable required participation in a USC activity. Professor Sheehan reserves the right to make final decisions regarding the appropriateness of excuses.

Communications

Communications are usually most helpful to you during face-to-face meetings with the TAs or the professor during office hours, or by appointment. Besides allowing greater intellectual engagement, this also provides an opportunity to get to know each other.

If office visits are not possible, email is the next best alternative. We cannot guarantee, however, immediate response. Papers are due on Tuesdays, so we can only respond to emails received by midnight of the Sunday before the due date. A similar deadline will be set for the final exam.

In emails please include your name, your TA's name, and your section time.

Your professor and TAs are happy to discuss grades with you, but discussion is best with cool heads. Therefore, we will not respond to or acknowledge any question by email or any other means about a grade within the first 24 hours after the grade was given to the student.

Disability Statement:

Any student requesting accommodations based on a disability is required to register with disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure that the letter is delivered to Professor Sheehan as early in the semester as possible. DSP is located in STU 301, (213) 740-0776, 8:30 am to 5:00 pm Monday through Friday.

Academic Integrity:

Students are expected to uphold USC's academic integrity standards. Plagiarism (roughly defined as appropriating another person's ideas, arguments, or wording and claiming them as one's own) will be treated as a serious offense and will be reported to the appropriate university authorities. Students who base their essays or arguments on someone else's work should make sure to cite that source properly and acknowledge their use of it. Those who are uncertain about how to do this are strongly encouraged to ask for help from the professor and review USC's "Guide to Avoiding Plagiarism." By taking this course, students are expected to understand and abide by these principles.

All submitted work for this course may be subject to an originality review as performed by Turnitin technologies (<http://www.turnitin.com>) to find textual similarities with other Internet content or previously submitted student work. Students of this course retain the copyright of their own original work, and Turnitin is not permitted to use student-submitted work for any other purpose than (a) performing an originality review of the work, and (b) including that work in the database against which it checks other student-submitted work.

Class Notes Policy

Notes or recordings made by students in this class based on my lectures, on discussion group, or on class discussions may only be made for the purposes of individual or group study, or for other non-commercial purposes that reasonably arise from your membership

in this class. Permission to make notes or recordings falls within my discretion as the instructor and as informed by instructional purposes, classroom order, property interests, and other reasonable considerations arising in the academic context. Notes and recordings of this class may not be exchanged or distributed for any commercial purpose, for compensation, or for any purpose other than your personal study. Unless authorized by the University in advance and explicitly and in writing permitted by me, commercial or any non-personal use of class notes or recordings constitutes an unauthorized commercial activity in violation of the Student Conduct Code, and students who violate this policy are subject to University discipline. As the instructor in this course, I retain intellectual property rights in the lecture material pursuant to U.S. copyright law and California Civil Code 980(a)(1). Misuse of course notes or recordings derived from lecture material may also subject you to legal proceedings.

Photography and recording of lectures are not allowed.

JEP

Students who participate in and successfully complete JEP (Joint Education Program) will receive 3% (6 points) extra credit.

Weekly Schedule:

Wk	Date	Topic	Readings	Assignments
1	1/10 1/12 1/13	Course Organization, Theoretical Issues, Defining Asia		
2	1/17 1/19 1/20	Business in Tokugawa Japan	Case 1: Charles D. Sheldon, "Merchants and Society in Tokugawa Japan," <i>Modern Asian Studies</i> , Vol 17, no. 3 (1987), 477-488 (JSTOR) Case 2: "Early Years at Mitsui." Read, John G. Roberts, "Echigoya the Shunned," and "The Source of Happiness is Prudence." (Course reader)	Graded Section
3	1/24 1/26 1/27	Business in Qing China	Case 3: Wellington K. K. Chan, "The Organizational Structure of the Traditional Chinese Firm and Its Modern Reform," <i>The Business History Review</i> , (summer 1982), 218-235. (JSTOR) Case 4: Lillian Li, "The State and Traditional Enterprise" in <i>China's Silk Trade: Traditional Industry in the Modern World, 1842-1937</i> (Harvard EA, 1981), 37-61. (Course reader)	Graded Section
4	1/31 2/2 2/3	Business and Imperialism in East Asia	Case 5: Geoffrey G. Jones and Alexis Grendon, "Opium and Empire in the Nineteenth Century" (Harvard) Case 6: Robert Gardella, "The Challenge of Colonial Capitalism," in <i>Harvesting Mountains: Fujian and the China Tea Trade, 1757-1937</i> (UC Press, 1994), 110-141. (Course Reader)	Graded Section
5	2/7 2/9 2/10	Business in Meiji Japan	Case 7: Jones, et al., "Yataro Iwasaki: Founding Mitsubishi (A)" (Harvard) Case 8: Eugene K. Choi, "Entrepreneurial leadership in the Meiji Cotton Spinners' Early Conceptualisation of Global Competition," <i>Business History</i> , vol 51, no. 6 (2009), 927-958. (Course Reader)	Graded Section

Wk	Date	Topic	Readings	Assignments
6	2/14, 2/16 2/17	Early Twentieth-Century International Connections and War	Case 9: Sherman Cochran, "Mitsui Trading Company," in <i>Encountering Chinese Networks: Western, Japanese, and Chinese Corporations in China, 1880-1937</i> (Berkeley: University of California Press, 2000), 70-94. (Course reader) Case 10: Carter J. Eckert, "Total War, Industrialization, and Social Change in Late-Colonial Korea," in Peter Duus, Ramon H. Meyers, and Mark R. Peattie, eds., <i>The Japanese Wartime Empire, 1931-1945</i> , 3-39. (Course Reader)	Graded Section 2/14, First Paper Due On case studies 1-8
7	2/21 2/23 2/24	Socialist Construction in China and North Korea	Case 11: Andrew Walder, "The Remaking of the Chinese Working Class, 1949-1981," <i>Modern China</i> , Vol. 10, No. 1 (Jan 1984), 3-48. (JSTOR) Case 12: Judith Shapiro, "Deforestation, Famine, and Utopian Urgency: How the Great Leap Forward Mobilized the Chinese People to Attack Nature," in <i>Mao's War Against Nature: Politics and the Environment in Revolutionary China</i> (Cambridge, 2001), 67-93. (Course Reader)	Graded Section
8	2/28 3/1 3/2	The Japanese "Miracle"	Case 13: Mayo, et al, "Kazuo Inamori, a Japanese Entrepreneur." (Harvard) Case 14: Ryuzaburo Kaku, "The Path of Kyosei." (Harvard)	Graded Section
9	3/6 3/8 3/9	Confucian Capitalism?: The NICs I (South Korea, Taiwan)	Case 15: Enright, et al, "Daewoo and the Korean Chaebol." (Harvard) Case 16: Shih and Wang, "Upgrading the Economy: Industrial Policy and Taiwan's Semi-Conductor Industry." (Harvard)	Graded Section
	3/13 3/15 3/16	No Class Spring Break		
10	3/20 3/22 3/23	Confucian Capitalism?: The NICs II (Hong Kong, Singapore)	Case 17: Nohria, et al., "Li Ka-Shing and the Growth of Cheung Kong." (Harvard) Case 18: Vietor and Thompson, "Singapore, Inc." (Harvard)	Graded Section 3/20, Second Paper Due on case studies 9-16

Wk	Date	Topic	Readings	Assignments
11	3/27 3/29 3/30	Crony Capitalism? Japan's "Problem" and the East Asian Crisis	Case 19: Yoshino, "Globalization at Komatsu." (Harvard) Case 20: Yoshino and Endo, "Transformation of Matsushita Electric Industrial Co., Ltd. 2005 (A). (Harvard)	Graded Section
12	4/3 4/5 4/6	China under Reform I	Case 21: Child et al. "PetroChina: International Corporate Governance with Chinese Characteristics." (Harvard) Case 22: Pucik, et al. "Managing Performance at Haier (A)." (Harvard)	Graded Section
13	4/10 4/12 4/16	China under reform II	Case 23: Abrami et al., "Wanxiang Group: A Chinese Company's Global Strategy." (Harvard) Case 24: Lee, et al., "Shanzai ("Bandit") Mobile Phone Companies: The Guerilla Warfare of Product Development and Supply Chain management." (Harvard)	Graded Section
14	4/17 4/19 4/20	Globalization and East Asia	Case 25: Abdelal and Lane, "Chrysanthemum and Dragon: JAFCO Asia in China." (Harvard) Case 26: Siegel and Chu, "The Globalization of East Asian Pop Music." (Harvard)	Graded Section
15	4/24 4/26 4/27	Conclusions: Looking Again at Business, Culture, Politics, Society and Economics	"The Debate on "Asian" Values" Fareed Zakaria, "Culture Is Destiny: A Conversation with Lee Kuan Yew" <i>Foreign Affairs</i> vol. 73 n. 2 (March/April, 1994) 109-26. (JSTOR) Kim Dae Jung, "Is Culture Destiny? The Myth of Asia's-Anti-Democratic Values," <i>Foreign Affairs</i> 73 (Nov/Dec 1994) p. 189-94. (JSTOR) Fareed Zakaria, "Asian Values," <i>Foreign Policy</i> , 133 (Nov.-Dec. 2002), 38-39. (JSTOR)	Graded Section 4/24, 3 rd Paper Due on case studies 17-26
Final	5/9 (W)	Final Exam		Final Exam 2-4, same classroom as lecture

Information you should note about each case”

Title of Case:

What countries and periods are mentioned in the case?

Does this case deal with one or more businesses, or with an industry, or both?

List all the companies in the reading, identify the business form of each, say who or what controlled it, and add a sentence to say why it is important:

What was the main point of the case from the author’s perspective?

Separate from the author’s perspective, for which themes or areas from History 266 would this case be relevant? Evidence of: factors, culture, institutions, world systems, contingency? Which Quick and Dirty Guides apply?

Questions or comments:

Possible arguments: