Education and Acculturation in East Asia

History 150
Spring 2007
T, Th 1:00-3:00

Robert André LaFleur
Office Hours
MI 111
Tuesday 5:30-7:00
363-2144
Thursday 5:30-7:00
lafleur@beloit.edu
...or by appointment.

Required Books
Benjamin, Gail. Japanese Lessons
Bloom, Allan. The Closing of the American Mind
Dewey, John. Experience and Education
Durkheim, Emile. Moral Education
Ginott, Haim. Between Parent and Child
Hsiung, Ping-chen. A Tender Voyage: Children and Childhood in Late Imperial China
Kant, Immanuel. On Education
Lewis, Catherine. Educating Hearts and Minds
Rousseau, Jean-Jacques. Emile: Or On Education
Tobin, Joseph. Preschool in Three Cultures: Japan, China, and the United States
Fukuzawa Yukichi. The Autobiography of Yukichi Fukuzawa
Hacker, Diana. A Pocket Style Manual. (Required in all history courses)

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This seminar will introduce the world of East Asian education to students through a variety of historical and contemporary materials. In particular, we will work with the elementary, middle school, and high school education texts used in China, Taiwan, and Japan (in translation), and investigate the manner in which language, history, and ethics are conveyed to children and young adults in East Asia. These primary documents will be supplemented by a number of contextual readings dealing with Chinese and Japanese education in the past, as well as the plethora of strategies that have been used to acculturate children in East Asia. Toward this end, the instructor will make extensive use of his own research in China and Japan on these topics. In particular, we will consider the role of various levels of government in China and Japan in the educational process, and the central role of various school systems in shaping these societies.

Evaluation

Weekly Discussion Notes (15) 15%
Thousand-word Analyses (3) 20%
Biographical Essay 20%
Final “Review Letter” 45%

Class attendance and participation is expected. More than two absences will significantly affect your grade. Late assignments will be penalized.

All coursework is due on April 29th
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Week I (January 16, 18))
Rousseau, Emile: 33-74
  Preface
  Book One

Week II (January 23, 25)
Ginott, Haim. Between Parent and Child
  Introduction
  The Code of Communication: Parent-Child Conversations
  The Power of Words: Better Ways to Encourage and Guide
  Self-defeating Patterns: There’s No Right Way to Do a Wrong Thing
  Responsibility: Transmitting Values Rather Than Demanding Compliance
  Discipline: Finding Effective Alternatives to Punishment
  Positive Parenting: A Day in a Child’s Life
  Jealousy: The Tragic Tradition
  Some Sources of Anxiety in Children: Providing Emotional Safety
  Sex and Human Values: Sensitive Handling of an Important Subject
  Summing Up: Lessons to Guide Your Parenting
  Epilogue
Tobin, Preschool in Three Cultures: 1-11
  Introduction

Week III (January 30, February 1)
Rousseau, Emile: 77-208
  Book Two
  Book Three
Tobin, Preschool in Three Cultures: 12-71
  Komatsudani: A Japanese Preschool

Week IV (February 6, 8)
Rousseau, Emile: 211-355
  Book Four
Tobin, Preschool in Three Cultures: 72-125
  Dong-feng: A Chinese Preschool

Week V (February 13, 15)
Rousseau, Emile: 357-480
  Book Five
Tobin, Preschool in Three Cultures: 126-187
  St. Timothy’s: An American Preschool
  Conclusion
Week VI (February 20, 22)
Tobin, *Preschool in Three Cultures*: 188-222
A Comparative Perspective
Kant, *On Education*
  - Introduction
  - Physical Education
  - Instruction (Culture)
  - Cultivation of the Mind
  - Moral Culture
  - Practical Education
Dewey, *Education and Experience*
  - Traditional vs. Progressive Education
  - The Need of a Theory of Experience
  - Criteria of Experience
  - Social Control
  - The Nature of Freedom
  - The Meaning of Purpose
  - Progressive Organization of Subject-Matter
  - Experience—The Means and Goals of Education

Week VII (February 27, March 1)
Durkheim, *Moral Education*
  - Introduction: Secular Morality
  - Part I: The Elements of Morality
    - The First Element of Morality: The Spirit of Discipline
    - The Spirit of Discipline (Continued)
    - The Spirit of Discipline (Concluded)
    - The Second Element of Morality: Attachment to Social Groups
    - Attachment to Social Groups (Continued)
    - Attachment to Social Groups (Concluded); and the Linkage of the First Two Elements
    - Conclusions on the First Two Elements of Morality
    - The Third Element: Autonomy, or Self-Determination
    - Autonomy, or Self-Determination (Concluded)
  - Part II: How to Develop the Elements of Morality in the Child
    - Discipline and the Psychology of the Child
    - The Discipline of the School
    - The Use of Punishment in the School
    - The Use of Punishment in the School (Continued)
    - The Use of Punishment in the School (Concluded)
    - Attachment to the Social Groups: Altruism in the Child
    - The Influence of the School Environment
    - The School Environment (Concluded)
    - Teaching the Sciences
    - Teaching the Sciences (Concluded)
    - Teaching Aesthetics and History

“Thousand Word Essays Due by 5:00 p.m. on March 2nd”

Week VIII—Spring Break
Week IX (March 13, 15)
Bloom, *The Closing of the American Mind*
   Foreword by Saul Bellow
   Preface
   Introduction: Our Virtue

Part One. Students
   The Clean Slate
   Books
   Music
   Relationships

Part Two. Nihilism American Style
   The German Connection
   Two Revolutions and Two States of Nature
   The Self
   Creativity
   Culture
   Values
   The Nietzscheanization of the Left or Vice Versa
   Our Ignorance

Week X (March 20, 22)
Hsiung, *A Tender Voyage*
   Introduction: Children and Childhood in Traditional China
   Treatment of Children
   Newborn Care
   Nursing and Infant Feeding
   Modes of Upbringing
   Domestic Bond
   The Emotional World
   Girlhood
   Concepts and Realities

Week XI (March 27, 29)
Benjamin, *Japanese Lessons*
   Getting Started
   Why Study Japanese Education?
   Day-to-Day Routines
   Together at School, Together in Life
   A Working Vacation and Special Events
   The Three R’s, Japanese Style
   The Rest of the Day
   Nagging, Preaching, and Discussions
   Enlisting Mothers’ Efforts
   Education in Japanese Society
   Themes and Suggestions
   Sayonara

*Biographical Essays Due by 5:00 p.m. on March 30*
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**Week XII** (April 3, 5)  
Lewis, *Educating Hearts and Minds*  
Introduction  
- A Brief Background on Japan’s Educational System  
- The Preschool Experience: Play, Community, Reflection  
- The Whole Child Goes to Elementary School  
- The Small Group: A Home Base for Children  
- The Roots of Discipline: Community and Commitment  
- Discipline: How Peers and Teachers Manage Misbehavior  
- Learning and Caring  
- What is a Successful School?  
Summary: Questions to Ask Ourselves

**Week XIII** (April 10, 12)  
Fukuzawa, *The Autobiography of Yukichi Fukuzawa*  
Childhood  
- I Set Out to Learn Dutch in Nagasaki  
- Student Ways at Ogata School  
- I Go to Yedo; I Learn English  
- I Join the First Mission to America  
- I Go to Europe  
- I Return to Anti-Foreign Japan  
- I Visit America Again  
- A Non-Partisan in the Restoration; The Growth of a Private School  
- The Risk of Assassination  
- Further Steps Toward a Liberal Age  
- My Personal and Household Economy  
- My Private Life; My Family  
- A Final Word on the Good Life

**Week XIV** (April 17, 19)  
TBA

**Week XV** (April 24, 26)  
TBA

**Week XVI** (May 1)  
Presentations and Panel Discussions

*Final Papers Due by 5:00 p.m. on Sunday, April 29th.*