

HIST 105: Revolutions and Revolutionaries in Modern East Asia

Fall 2011

11:00-12:15, Tuesdays & Thursdays

Palmer Hall 205

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Course Description

This course is designed to discuss major socio-political changes in 19th and 20th century East Asia. As East Asia experienced social, cultural and political impacts from the West, a series of revolutionary visions were presented by various groups of people – intellectuals, bureaucrats, peasants, and workers. How were the questions of tradition and modernity, the West and the East, and colonialism and imperialism answered in their revolutionary ideas? What role did revolutionary thinking play in the making of modern nation-states in China, Japan and (North and South) Korea? In this course, students will study major revolutions in 19th and 20th century East Asia, including the Meiji Restoration in late 19th century Japan, peasant rebellions in China and Korea, and communist revolutions in 20th century China and North Korea. The course will also include readings from the works of revolutionaries such as Mao Zedong and Fukuzawa Yukichi.

Course Requirement

1. Discussion Paper (minimum 1200 words) (20%)

The format of this course is designed to encourage students' participation. A student-led discussion and debate will take place on Thursdays. (11:30-12:15) To provide a point of departure each week, Every week, one (or possibly two) students will prepare discussion papers (minimum word count 1500), either in response to the discussion question of each week or in reaction against it. **By noon on Wednesday** during the week that each paper is to be discussed, the papers will be photocopied and made available to me and to the other members of the seminar in HIST 105.

2. Discussion Initiator (DI) (10%)

To launch discussion each week, one or two students will act as Discussion Initiator (DI). The DI has two responsibilities. The first is to stimulate thought by placing one or more questions on reserve at the same time and place where authors will leave their papers. The question or questions may or may not be related to the one raised on the reading list but should set up issues that may be discussed on the basis of the week's readings. Both questions and quotations should be chosen for the purpose of stimulating discussion and should be short enough to fit on one or two pages. The DI's second responsibility is to open discussion by making a brief (5-10 minutes) oral statement in which the DI identifies the topics that should be taken up in that session. Ordinarily, the DI's statement will be based on the assigned readings, the students' papers, and

the DI's own list of questions and quotation.

3. Two short response papers (minimum 800 words) (20%)

Of the reading materials I have assigned each week, you should choose and analyze one or two materials and write two response papers (minimum 800 words). Your first response paper is due on **Oct 6**. Therefore, you must choose reading materials for your paper between **WEEK 1** and **WEEK 7**. The 2nd response paper is due on **Nov 17** and you may write on any reading materials assigned between **WEEK 8** and **WEEK 13**. You are not expected to simply summarize the readings. You should critically evaluate the strength and problems of the author's arguments and evidence.

4. Map Quiz (5%)

5. Mid-term (15%)

6. Final Paper (minimum 2000 words) (25%)

Your final paper must be written based on your own "problem-setting" in East Asian history. You can either do extensive research on a specific figure who we discuss in this class or write a paper on one or two historical transformations in 20th century East Asia. Your paper does not necessarily analyze primary sources, but if you are interested in locating and using primary sources for your term paper, please consult with your instructor in advance. You must submit a prospectus (minimum 750 words) for your term paper by Oct 11 and make an individual appointment with the instructor between Oct 11 and Oct 31 to discuss your project. A term-paper prospectus should include and answer the following questions: Why do you think it is necessary to write a paper on your topic? What kind of initial questions you will posit through your paper and how then will you develop and concretize your arguments? What historical sources you will primarily use for your project?

7. Participation in Regular Class and Discussion (5%): If you are absent more than 4 times without reasonable explanations, your grade will result in an F.

Codes on Academic Ethics

Each student in this course is strongly expected to abide by Rhodes College's Honor Code. All papers and exams must be based on your own work. **Plagiarism will result in an F in any case.** If you have questions on this, you can always consult with the instructor.

Civility and Etiquette in Classroom

To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning.

1. You are expected to be on time. You should be in your seat and ready to begin class at 2:30 pm. Packing up your things early is disruptive to others around you and to the instructor.
2. Classroom participation is a part of your grade in this course. To participate, you must attend class having prepared the materials for the day. Questions and comments must be relevant to the topic at hand.
3. Raise your hand to be recognized.

4. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences. Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.

5. Electronic devices such as cell phones and pagers must be turned off during class, unless you have informed me ahead of time that you are expecting an emergency message.

6. ALL MOBILE PHONES MUST BE TURNED OFF IN THE CLASSROOM.

Disability Services

Rhodes College is committed to providing all students a liberal arts education through a personalized learning environment. If you think you have or you do have a documented disability which will need reasonable academic accommodations, please contact Melissa Butler, Director of Student Disability Services, at butlerm@rhodes.edu or call 843-3885.

Required Texts

1. Patricia Buckley Ebrey, Anne Walthall, James B. Palais, East Asia: A Cultural, Social, and Political History (Wadsworth Publishing, 2005), 333p.
2. Kaneko Fumiko, Jean Ingis trans., The Prison Memoirs of A Japanese Woman (Armonk, N.Y. : M.E. Sharpe, 1991).
3. Fukuzawa Yukichi, Eiichi Kiyooka, and Albert M Craig, The Autobiography of Yukichi Fukuzawa (New York: Columbia University Press, 2006).
4. Lu Shun, trans. Yang Hsien Yi and Gladys Yang, True Story of Ah Q (Cheng & Tsui, 1999), 99p.
5. **Electronic Reserve:** All other reading materials are available in a PDF format in Professor Lee's folder.

Week 1 Understanding East Asia

Aug 25 Introduction

Week 2 Before the Revolutions

Aug 30 Rethinking/Writing East Asia History

Sep 1 (De)constructing East Asian Civilization

Readings

Mary Lynn Rampolla, A Pocket Guide to Writing in History (Boston: Bedford/St. Martin's, 2007), 25-68.

John K. Fairbank, "A Preliminary Framework," in Fairbank, ed., The Chinese World Order (1968), 1-14.

Takeshi Hamashita, "The Intra-regional System in East Asia in Modern Times," in Peter J Katzenstein and Takashi Shiraishi eds., Network Power: Japan and Asia (Ithaca, Cornell

University Press, 1997), 113-128.

Week 3 Peasant Revolutions

Sep 6 Qing China in Tatters

Sep 8 Taiping Rebellion in Late Imperial China

Guest Speaker:

Professor Richard Wolin, “The Wind from the East: French Intellectuals, the Cultural Revolution, and the Legacy of the 1960s”

Readings

Modern East Asia: a cultural, social, and political history, 295-323.

Introduction and Chapter 4 in Richard Wolin, The Wind from the East: French Intellectuals, the Cultural Revolution, and the Legacy of the 1960s (New Jersey: Princeton University Press, 2010).

Week 4 Peasant Revolutions II

Sep 13 Utopianism and Nationalism in Modern East Asia

Sep 15 Peasant Rebellions (in-class discussion)

Readings

Modern East Asia: a cultural, social, and political history, 325-368.

Elizabeth Perry, Rebels and revolutionaries in north China, 1845-1945 (Stanford, Calif. : Stanford University Press, 1980), 1-47.

Frederic Wakeman, Strangers at the gate; social disorder in South China, 1839-1861 (Berkeley: University of California Press, 1966), 3-58 & 126-131.

Herbert Bix, Peasant Protest in Japan 1590- 1884 (New Haven, Yale University Press, 1992), 137-173.

Week 5 Fukuzawa Yukichi and Japan’s Encounter with the World

Sep 20 Modernization, Enlightenment and Civilization in Meiji Japan

Sep 22 Fukuzawa Yukichi and Japan’s New Order (in-class discussion)

Readings

Modern East Asia: a cultural, social, and political history, 325-368.

Fukuzawa Yukichi, “On De-Asianiation,” In Center for East Asian Cultural Studies (ed), Meiji Japan Through Contemporary Sources III (Tokyo: Center for East Asian Cultural Studies, 1973), 129-133.

Fukuzawa Yukichi, Eiichi Kiyooka, and Albert M Craig, The Autobiography of Yukichi

Fukuzawa (New York: Columbia University Press, 2006).

Week 6 Sun Yat Sen and the 1911 Revolution

Sep 27 China in the early 20th Century

Sep 29 Sun Yat Sen's New China and Pan-Asianism (in-class discussion)

Readings

Modern East Asia: a cultural, social, and political history, 402-416.

Sun Yat Sen, "Greater Asianism," China and Japan: Natural Friends, Unnatural Enemies : A Guide for China's Foreign Policy (Shanghai: China United Press, 1941)

Sun Yat Sen, "The Question of China's Survival (1917)," in Ramon Myers edit., Prescriptions for Saving China: Selected Writings of Sun-Yat Sen (California: Hoover Institute, Stanford University, 1994), 131-199.

Week 7 Anti-Colonial Revolution in Early 20th Century Korea

Oct 4 Anti-colonial revolution in Chosun Korea

Oct 6 (Colonial) Nationalism (**1st Response Paper Due**) (in-class discussion)

Readings

Modern East Asia: a cultural, social, and political history, 387-401.

Gi-Wook Shin and Michael Robinson, Introduction, Colonial Modernity in Korea (MA: Harvard University Asia Center, 1999), 1-18.

Hildi Kang, Voices from Colonial Korea, 1910-1945 (Ithaca: Cornell University Press, 2001), 17-23, 37-48, & 99-122.

Shin Chae Ho's writings from Sources of Korean Tradition II (New York: Columbia University Press).

Week 8

Oct 11 Mid-Term Review + **Term Paper Prospectus Due**

Oct 13 **Mid Term**

Week 9 Fall Break

Oct 18 Fall Break : No Class

Oct 20 Film Showing : TBA: The Soong Sisters

Week 10 Women, Empire and Revolution

Oct 25 Revolution and Women

Oct 27 Kaneko Fumiko: a Woman Anarchist (in-class discussion)

Readings

Modern East Asia: a cultural, social, and political history, 370-386.

Kaneko Fumiko, Jean Ingis trans., The Prison Memoirs of A Japanese Woman (Armonk, N.Y. : M.E. Sharpe, 1991).

Week 11 Lu Xun and Literary Revolution

Nov 1 Lu Xun: Modernization, Anti-Modernization and Enlightenment in Literature

Nov 3 Reading “The True Story of Ah Q” (in-class discussion)

Readings

Modern East Asia: a cultural, social, and political history, 402-416.

Lu Hsun, Yang Hsien-yi and Gladys Yang trans., Lu Hsun: Selected Stories (New York: W.W. Norton, 2003), 7-16 (introduction).

Lu Shun, trans. Yang Hsien Yi and Gladys Yang, True Story of Ah Q (Cheng & Tsui, 1999), 99p.

Week 12 Mao’s Road to Communist China

Nov 8 Chinese Communism and the Rise of Mao Zedong

Nov 10 Mao’s Early Communism (in-class discussion)

Readings

Modern East Asia: a cultural, social, and political history, 426-440.

Mao Zedong, TALKS AT THE YENAN FORUM ON LITERATURE AND ART, The Selected Works of Mao Tse-tung (Foreign Languages Press: Peking, 1967), 69-98. (also available online at <http://www.marx2mao.com/Mao/YFLA42.html>).

Timothy Cheek, Mao Zedong and China’s Revolutions – A Brief History With Documents (Palgrave, 2002), 167-179.

Week 13 Kim Il Sung and The North Korean Revolution

Nov 15 North Korea and the Korean War

Nov 17 Kim Il Sung and the Creation of a Juche Kingdom (in-class discussion) (2nd **Response Paper Due**)

Readings

Modern East Asia: a cultural, social, and political history, 491-510.

Kim Il Sung, “On the Building of New Korea and the National United Front” Speech addressed to the Responsible Functionaries of the Provincial Party Committees, October 13, 1945, in Kim Il Sung, Selected Works I, (Pyongyang: Foreign Languages Publishing House, 1971), 1-9; “Every Effort for the Country’s Reunification and Independence and for Socialist Construction in the Northern Half of the Republic,” Theses on the Character and Tasks of Our Revolution, April 1955, in Kim Il Sung, Selected Works I, (Pyongyang: Foreign Languages Publishing House, 1971), 501-517; “On Communist Education,” speech delivered at a Short Course for the Agitators of the City and County Party Committees of the Country, November 20, 1958, in Kim Il Sung, Selected Works II, (Pyongyang: Foreign Languages Publishing House, 1971), 246-269.

Week 14 Thanksgiving Break

Nov 22 **Documentary Showing:** *The Juche Idea or The Korean War*

Nov 24 **NO CLASS:** Have a nice Thanksgiving break!

Week 15 The Great Proletarian Cultural Revolution

Nov 29 Mao’s New China

Dec 1 The Great Proletarian Cultural Revolution (in-class discussion)

Readings

Modern East Asia: a cultural, social, and political history, 457-473.

Maurice Meisner, “The Concept of Cultural Revolution,” “The Great Proletarian Cultural Revolution, 1966-1969,” Mao’s China and After: A History of the People’s Republic (New York: The Free Press, 1986), 309-370.

Week 16 Review and Evaluation

Dec 6 General Discussion and Evaluation

Final Exam: There is no final exam in this course

Dec 10: Term Paper Due