(this syllabus is subject to revision at the professor’s discretion)

Course Description

Beginning with traditional China, Japan, and Korea, this course examines the dynamics of the Western presence in Asia in the nineteenth century and the dramatic transition these civilizations made from empire to nation. Modernization continued in the twentieth century and with it came wars involving the U.S., resulting in divided nations. Now in the twenty-first century East Asia faces new challenges and unprecedented potentialities.

Course Goals

Although the subject for the course is Modern East Asia, the main point of the course is not to know everything about Modern East Asia, which would be impossible in any case, but to offer a general survey and additionally provide some depth by focusing on a limited number of important themes. This is achieved through critical analysis of primary sources and discussion of specialized readings. Through this method and not lecture alone, it is expected that students will not only gain factual knowledge related to East Asian history but also acquire an interest in learning independently by asking and seeking answers to their own questions, learning to analyze and critically evaluate ideas and points of view, and learning to express themselves both orally and in writing.

Policies

In this course we are committed to Rhodes standards: “Freedom of thought, a civil exchange of ideas, and an appreciation of diverse perspectives are fundamental characteristics of a community that is committed to critical inquiry. To promote such an academic and social environment we expect integrity and honesty in our relationships with each other and openness to learning about and experiencing cultural diversity” (Student Handbook 27). In this spirit, this class is to provide a safe space for critical thinking and the free exchange of ideas.

The Honor System: As a Rhodes student you are committed to the Honor Code. Students should be clear about what constitutes plagiarism and cheating, and should refrain entirely from engaging in either. Please review the Rhodes College Guide to Effective Writing pages 37-40. Any violation will be reported to the Honor Council which will then take appropriate action.

Disabilities: Any documented disabilities will be accommodated. This should be done through the Student Disability Services Office who will then work with the instructor to make any recommended accommodations for the student. See www.rhodes.edu/disability or the Student Handbook page 8. Note that it is the responsibility of the student to obtain
any necessary documentation and work through the Disability Office; the instructor merely complies with requests from the office.

**Attendance**: “Students enrolled at the institution make a commitment to participate fully in their education, which includes attending classes. Absenteeism is not to be taken lightly” (Student Handbook 12). Besides missing participation points, chronic absences will be noted by the instructor and your grade will suffer.

**In-class behavior**: Use of cell phones for speaking or texting, newspapers or other unrelated readings, and other distractions such as private conversations ARE NOT ALLOWED in the classroom. During class time, your classmates and the instructor expect that you will be engaged in the course and not serve as a hindrance to teaching or learning.

**Making up work**: As a policy I do not allow the “making up” of assignments, papers, exams, or even classroom participation. In documented cases of extenuating circumstances (i.e. emergency hospitalization) the instructor will make reasonable accommodations. No exceptions.

**Availability**: If I am in my office with the door open, feel free to stop in, but understand that I do teach two other courses and am not always available. My office hours are Fridays 2:00-4:00 pm; please use that time to visit with me if at all possible. If this does not work with your schedule, I am willing to meet by appointment. I do check email at least once a day, and I will respond within twenty-four hours, but do not expect a response the same day. If you have a genuine emergency please contact the department secretary, Ms. Heather Holt, who can then get in touch with me.

**Required Texts** (available at the Book Center in paperback, some used):


(Additional primary source readings will be available digitally on Moodle).

**Course Structure**

This class meets three days a week: Monday, Wednesday, and Friday. In the interest of variety, each week will typically involve Powerpoint presentation on Mondays, discussion of assigned readings on Wednesdays, and documentaries or an occasional feature film on Fridays.

A schedule of **reading assignments**, including text and supplemental readings, is provided below and must always be completed before class on Wednesday. One quiz will be administered nearly every week for a total of eight quizzes. Each quiz involves five questions covering material from the previous presentation and/or current reading.
assignments, except for the map quiz based on the map items listed in this syllabus. Each quiz is worth 10 points, for a semester total of 80 points, or 40% of your final grade.

**Attendance and participation** will be noted at each meeting and counts for 40 points, or 20% of your final grade. Regular and informed contribution to **discussions**, and the **quality** of contribution, will be regularly assessed and rewarded with five points before midterm and five after. Although I do not offer makeups for exams or assignments, extra credit for participation is possible. Persistent silence and unpreparedness disqualify one from participation credit. Any additional writing assignments other than exams also fall under this rubric.

Two **exams** will be given in the course of the semester—a midterm and a final, each worth 40 points or 20% of your final grade. The **midterm** is scheduled for October 17th, and will involve identification of ten terms taken from the weekly lists distributed in class. See the attached Short Answer Study Guide for assistance in preparation. The **final exam** requires an essay on one of the three questions also provided in this syllabus. The question will be selected at the time of the exam. See the **Rhodes College Guide to Effective Writing** for assistance in preparation. While the midterm is closed book, the final essay can be composed throughout the semester and simply handed in on the last day of class.

The above four assessment techniques (quizzes, attendance, midterm, and final) together total 200 points. Current scores will be posted on **Moodle**.

**Schedule**

**Week 1** Introduction to East Asia  
Wed. August 27th: Introduction to course and instructor  
Friday August 29th: Powerpoint presentation 1: Human and Physical Geography of East Asia

*Sep 1st NO CLASS (Labor Day)*

**Week 2** The West and China  
Wed. Sep. 3rd: Powerpoint presentation 2: The West and China: 1650-1900  
Fri. Sep. 5th: Text: Schoppa Ch. 1-3 (pp. 1-65)  
Supplemental: “Yang Guangxian’s Critique of Christianity,” “Zhang Xingyao and the Inculturation of Christianity,” “Instructions to My Daughter,” “The Lesson of Lin Zexu”

**Week 3** Empire to Nation: China 1900-1912  
Mon. Sep 8th: Powerpoint presentation 3: Chinese Nation Building  
Wed. Sep 10th: Text: Schoppa Ch. 4-7 (pp. 66-142)  
Fri. Sep 12th: Video: *China: A Century of Revolution* segment 1

**Week 4**  
Mon. Sep 15th: Video: *In Search of History: Samurai Warriors*  
Wed. Sep 17th: Text: Pyle Ch. 1-4 (pp. 1-56)
Supplemental: *The Family* pp. 99-195
Fri. Sep 19th: Powerpoint Presentation: The West and Meiji Japan

*Mon 22nd NO CLASS (watch *The Last Emperor* available via Moodle and prepare 3 page response paper for discussion)

**Week 5**: The West and Meiji Japan
Wed. Sep 24th: Text: Pyle Ch. 5-7 (pp. 57-112)
Supplemental: “Tokugawa Nariaki to Bakufu,” “Itō Hirobumi’s Memorial”
Fri. Sep 26th: Video: *The Pacific Century #2: Meiji Response to the West*

**Week 6**: The Early Republic: 1912-1927
Mon. Sep 29th: The Early Republic: 1912-1927
Wed. Oct 1st: Text: Schoppa 8-10 (pp. 143-200)
Supplemental: “Three People’s Principles,” “A Madman’s Diary,” *The Family* 196-end

**Week 7**: The Rising Sun: Japan 1900-1931, Korea to 1945
Mon. Oct 6th: Powerpoint presentation 5: Japanese Empire Building and Colonial Korea
Wed. Oct 8th: Text: Pyle Ch. 8-11 (pp. 115-204)
Supplemental: “The Way of All Subjects”
Fri. Oct 10th: Buzo pp. 1-65; Supplemental: “Lost Names”

**Week 8**: WWII in Asia
* Midterm Exam, midterm evaluations
Mon. Oct 13th: Powerpoint Presentation 6: WWII in Asia
Wed. Oct 15th: Text: Schoppa Ch. 11-14 (pp. 201-285)
Supplemental: *The Bells of Nagasaki* pp. 1-50
Fri. Oct 17th: Video: *The Rape of Nanking*

*Mon. Oct 20th: NO CLASS (Fall Break)*

**Week 9**: Postwar Japan
Wed. Oct 22nd: Powerpoint presentation 7: Endgame and Occupation of Japan
Fri. Oct 24th: Text: Pyle Ch. 12-14 (pp. 207-253)
Supplemental: “Excerpts from the Shōwa Constitution,” “The Bombed,” “MacArthur”
*The Bells of Nagasaki* pp. 51-end
*A-bomb debate*

**Week 10**: Contemporary Japan
Mon. Oct 27th: Text: Pyle Ch. 15-16 (pp. 255-283)
Supplemental: “In the Realm of a Dying Emperor,” “It’s all in the Family”
Wed. Oct 29th: Powerpoint Presentation 8: Mao’s China

**Week 11**: Mao’s China
Mon. Nov 3rd: Powerpoint presentation 9: Mao’s China
Wed. Nov 5th: Text: Schoppa Ch. 15-17 (pp. 286-345)

Week 12 China after Mao
Mon. Nov 10th: China after Mao: The Reform Era
Wed. Nov 12th: Text: Schoppa Ch. 18-19 (pp. 346-392)
Supplemental: “Chairman Mao’s Ark,” “The Computer Bug”
Fri. Nov 14th: Video: China: A Century of Revolution disk 3

Week 13 Korea Divided
Mon. Nov 17th: Powerpoint presentation 10: Korean War and Division
Supplemental: “Nation of the Sun King,” “Daily Life in North Korea”
Fri. Nov 21st: Video: The Fight for Democracy

Week 14
Mon. Nov 24th: Video: Welcome to North Korea

*Nov 26, 28 NO CLASS (Thanksgiving Holiday)

Week 15 Asia Entering the 21st Century
Mon. Dec 1st: Powerpoint presentation 11: East Asia in the 21st Century
Wed. Dec 3rd: Text: Schoppa Ch. 20-21 + epilogue (pp. 393-453)
Supplemental: East Asia in the Headlines
Video: Empire of the Sun?

Dec. 8 Review session for final exam (Empire of the Sun?)

Reference Maps: See Schoppa front inner cover (China) and Pyle 110 (Japan) and 142 (Korea).

China: Yellow River, Yangzi River, Pearl River, Manchuria, Mongolia, Tibet, Xinjiang, Taiwan, Taklamakan Desert, Tianshan, Kunlun Mountains, Wuhan, Xi’an, Tianjin, Beijing, Nanjing, Shanghai, Guangzhou (Canton), Hong Kong, Macao, Shenyang (Mukden), Chongqing, Yan’an, Great Wall
Korea: *38th Parallel, North Korea, South Korea, Yalu River, Pyongyang, Seoul, Inchon, Pusan
Japan: Hokkaidō, Honshū, Shikoku, Kyūshū, Okinawa (Ryūkyū Islands), Tōkyō, Kyōto, Hiroshima, Nagasaki, Kōbe, Ōsaka, Kantō Plain, Kinai (Kansai) Plain
Seas: Sea of Japan, Yellow Sea, East China Sea, South China Sea, Pacific Ocean, Taiwan Strait, Tsushima Strait
Study Guide
Midterm Exam
Modern East Asia

The midterm, worth 40 points or 20% of your final grade, includes eight items from the keyword lists, each term worth five points for a total of forty points. Respond in 3-5 concise and accurate sentences. Cover the elements stipulated below:

1 point – date/time period. Provide the year the particular event, battle, treaty, etc. took place. If a person, provide the date associated with whatever they are best known for OR the years/decades they were most influential.

2 points – define/identify. In a sentence or two tell me what the term refers to.

2 points – historical significance. Explain why the term is important.

You will have approximately 5 minutes per response. You may want to practice responding to terms listed on the syllabus as if in an exam setting, providing for each term the items above. This could then be used as a study guide. Please write legibly. Remember: Listing facts related to a term is not the same as explaining why it is important! Note the examples below.

**Manchurian Incident:**

- The Manchurian Incident occurred in 1931
- The Japanese Kwantung army stationed in a part of Manchuria blew up a section of their own railroad and blamed it on the Chinese. The Japanese army then used this incident as a pretext to invade and occupy all of Manchuria.
- This is significant because it shows the power that the military was gaining and its autonomy from the government back in Japan. The Manchurian Incident also marks the start of the aggression in China that eventually led Japan into WWII.

**US Immigration Exclusion Act:**

- Passed by the US Congress in 1924
- This act prohibited Asian immigration to the US. It also prevented naturalization of Asians already in the US.
- This act infuriated the Japanese (and other Asians), who took offense at blatant US discriminatory policies. The animosity engendered by this act provided popular support for Japanese attacks on the US during WWII.
History 389 Final Exam Questions

One of the following three questions will appear on the final exam:

1. During the late nineteenth and early twentieth century Japanese and Chinese leaders constructed new national identities for their people as part of the creation of a modern nation-state. Describe both the modern and historical sources for the new identities. What obstacles impeded, and what traditions assisted, in the popular acceptance of the new conceptions?

2. Post-war Korea could be seen as a microcosm of a global community polarized by the Cold War. In Asia, North Korea sided with the People’s Republic of China on one side while South Korea sided with Taiwan and Japan. What new affinities overcame the ties of language, culture, and history shared by the Koreas, making enemies of two halves of one nation? In other words, what bonds could override national unification? Consider such common elements as leadership style, economic policy, political ideology, and foreign relations.

3. Choose a single person or event discussed in this course that you found most interesting. Compose an essay on this topic by first identifying the person/event, then providing context, including time period and physical location, explaining the historical significance of your topic, and finally explaining what about it captured your interest. Be sure to include adequate detail in your response.
Study Guide
Essay Exam

Of the three questions distributed to the class, ONE will be used for the final essay. Read the question carefully and answer it completely. Begin by composing an outline and formulating a thesis statement. Follow the guidelines as outlined in the study guide. The essay itself should be about 10 double-spaced typed pages in 12 point font with 1 inch margins including introduction and conclusion. This exam is worth 20% of your overall grade for this course. It is worth a total of 40 points, broken down as follows:

4 points – thesis statement (A clear, concise statement of no more than one sentence answering the exam question).
4 points – outline (Use the first page in the blue book. One sentence per essay paragraph for a total of 5-7, including one each for introduction and conclusion. See attached handout as an example).
4 points – introduction (Opening paragraph of your essay introduces the topic, states your thesis, and provides a preview of the paper’s main points).
4 points – conclusion (Last paragraph of the essay recapitulates your thesis, summarizes the main points and ties the essay together).
4 points – mechanics (Paragraphs, spelling, grammar, punctuation, etc.).
4 points – persuasiveness (Is your argument believable? Do you include adequate evidence?).
4 points – organization (Follow your outline. Is there natural progression? Or is it a jumble of unrelated ideas?).
4 points – focus (Stick to the topic, no rambling. Leave out extraneous or irrelevant material, even if it is true. Whatever you say must clearly support your argument).  
8 points – evidence/support (Refer to specific examples covered in the lectures or readings to support your argument).

Be sure to begin the first page with a thesis statement and outline. What I don’t want is free association writing without any forethought, or unsubstantiated opinion, such as “I think.” Remember, this exam is an argument-driven essay, not a survey of modern East Asian history. Refrain from summarizing everything we have covered; rather, be selective about which examples you cite from history in supporting your main point. This is the FOCUS portion of your grade as stated in the essay study guide above. Please review this study guide and the model outline/essay I distributed. This may save you time and effort and will certainly produce better essays.