This course provides an introduction to the cultures of East Asia from the early 17th century to the present. Our geographical scope will center primarily on China and Japan, and on Korea to a lesser extent. The course is structured around three broad themes. (1) Identity: How have societies in East Asia formulated narratives about national, cultural, and racial identity? How did the nation come to be configured as the “subject of history”? Must history be a story of the development of the modern nation? (2) Change: How have East Asian societies understood changes taking place over time? What teleological frameworks did they devise (or have imposed upon them) to situate themselves in time? (3) Conflict: The East Asian region has long been connected through trade, migration, and territorial expansion, and this in turn has enabled an exchange of peoples, ideas, beliefs, and technologies. Through the theme of conflict, we will examine the violence that often attended the interaction of ideas, peoples, and cultures. These three themes of identity, change, and conflict will allow us to conceptually link together and discuss diverse events, issues and texts of the region. Throughout, we will focus our attention not merely on diplomatic events and on the thought and actions of elite or dominant groups, but also on those marginalized on the basis of race, class, religion, and gender. To this end, assigned readings will include excerpts from a variety of primary texts, in addition to weekly readings from secondary studies.

Readings: Our main text for this class is Ebrey, Walthall, and Palais’s *Modern East Asia: From 1600*. Assigned readings will also include excerpts from primary sources representing a variety of disciplines. Thus, we will examine literary, visual, religious, philosophical, and political texts. The required textbook is available for purchase at the F&M College Bookstore (Distler House). All other readings will be available electronically on Blackboard and whenever possible in hard-copy form on reserve at Shadek-Fackenthal Library. Blackboard is located at: [http://blackboard.fandm.edu](http://blackboard.fandm.edu). At “user login,” enter username & password, select course “HIS 252: Modern East Asian History,” select “weekly readings” button.

Course Requirements: Discussion will be a regular part of each class. All students are expected to actively participate in class discussions. Please feel free to speak up with comments, questions, etc. at any point during the class. Regular on-time attendance of all classes is expected and required. (See “Participation” section below.) Your grade will also be based on a number of writing assignments. (See “Short Essays” and “Writing Assignments” sections below for further details.)

Please note: Use of laptop computers in the classroom will not be permitted unless their use is in accord with college guidelines on disability accommodations. Please use the restroom/drinking
fountain prior to the start of class as entering and leaving the classroom during lecture/discussion is disruptive.

Grading: Your final grade will be calculated with the percentages below. (See “Grading Criteria” section at the end of the syllabus.) All assignments are due in class in hard copy form on the due dates listed below.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Dates/Notes</th>
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<tbody>
<tr>
<td>Preparation/Participation</td>
<td>15%</td>
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<tr>
<td>Short Essays</td>
<td>20%</td>
<td>Due Thursdays (weeks 2, 3, 4, 9, &amp; 12)</td>
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<tr>
<td>Writing Assignment #1</td>
<td>40%</td>
<td>Version #1 due Thursday, Feb 19 (15%)</td>
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<td>Version #2 due Thursday, Apr 9 (25%)</td>
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<tr>
<td>Writing Assignment #2</td>
<td>15%</td>
<td>Due Thursday, Mar 5</td>
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<tr>
<td>Writing Assignment #3</td>
<td>10%</td>
<td>Due Tuesday, April 21</td>
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Academic Integrity: All students are responsible for knowing and adhering to the academic integrity policy of this institution. All exams, papers, and other graded work are to be completed in conformance with this policy. For specific guidelines, please refer to the statement on academic policies and procedures in the F&M Catalog.

Disability Accommodations: If you qualify for accommodations because of a disability please notify me as soon as possible. You will need to submit a disability notification form to Disability Services, located at the Counseling Services office on the lower level of Appel (tel. 717-291-4083). Disability Services determines accommodations based on documented disabilities.

Religious Observances: I will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or other required attendance, provided they notify me well in advance (at least two weeks) of the scheduled conflict.

WEEK 1  INTRODUCTION: THE FRONTIERS OF EAST ASIA
Jan 13 (Tues)  • Syllabus (this is required reading)
Jan 15 (Thurs) • Ebrey, Modern East Asia (xvi-xxi, 308-12)
                • Howland, Borders of Chinese Civilization (1-8, 11-15)
                • Amino, “Deconstructing Japan” (132-40)
Discussion: Where were the borders of Chinese civilization in the 19th century? Where are the frontiers of East Asia today? Is this merely a question of geography?

Part I. China at the Center—文明 as Identity

WEEK 2  SOCIETY & THOUGHT DURING THE EARLY QING
Jan 20     • Ebrey, Modern East Asia (313-330)
            • Cheng & Lestz, The Search for Modern China: A Documentary Collection (65-70, 85-86, 98-109)
Jan 22     • Li, “In the Country of Women” (187-89)
            • Mair, Columbia Anthology of Traditional Chinese Literature (566-604)
Discussion: How was it possible for Qing China to view England as uncivilized and insignificant? (Short Essay #1 Due Jan 22)
WEEK 3

ESTABLISHING ORDER, CULTIVATING DISSENT

Jan 27  
- Ebrey, *Modern East Asia* (331-47)  
- Harootunian, “Late Tokugawa Culture and Thought” (168-82, 198-258)  
- Gennai, “Hohiron” in *Readings in Tokugawa Thought* (167-74)

Jan 29  
Discussion: Discuss Gennai’s text in terms of “performativity.” That is, what political agenda does the text seek to carry out? *(Short Essay #2 Due Jan 29)*

WEEK 4

THE OPIUM WAR & SELF-STRENGTHENING IN CHINA

Feb 3  
- Ebrey, *Modern East Asia* (375-96)  
- deBary ed., *Sources of Chinese Tradition* (1-17)  
- Teng & Fairbank, *China’s Response to the West* (73-79); “Cantonese Denunciation of the British” (one page)

Feb 5  
- “Self-Strengthening: The Pursuit of Western Technology” in *Cambridge History of China* Vol. 10 (491-542)  
- Cheng & Lestz, *The Search for Modern China: A Documentary Collection* (139-43)
Discussion: Why did China’s self-strengthening efforts fail? *(Short Essay #3 Due Feb 5)*

WEEK 5

REVIEW OF PART I & PEER REVIEW OF ESSAY

Feb 10  

Feb 12  
- Be prepared to discuss writing assignment #1 with your classmates (bring a copy of your draft to class). You will be asked about how you understand “performativity,” the importance of Gennai’s text, your main claim, your evidence, etc. Review “Suggestions for Structuring Your Essays” at end of syllabus.

**Part II: The Hierarchies of Civilization— Civilisation as Change, Progress & Enlightenment**

WEEK 6

THE FINAL YEARS OF THE BAKUFU & THE “MEIJI RESTORATION” IN JAPAN

Feb 17  
- Ebrey, *Modern East Asia* (397-411)  
- Najita, *Japan* (43-68)  
- Harootunian, “China in Tokugawa Thought” (9-36)

Feb 19  
- Tsunoda ed., *Sources of Japanese Tradition* Vol. 2 (88-96)
Discussion: Was the Meiji Ishin a restoration or a revolution? What is at stake in this issue? *(Writing Assignment #1 (version 1) Due Feb 19)*
WEEK 7  MEIJI JAPAN: IN PURSUIT OF WEALTH, POWER, & CIVILIZATION  
Feb 24  
- Ebrey, Modern East Asia (412-29)  
- Pyle, “Meiji Conservativism” in Modern Japanese Thought (98-146)  

Feb 26  
- Reitan, Making a Moral Society (1-21)  
- Fukuzawa, “Encouragement of Learning” and “On Leaving Asia” in Lu, Japan: A Documentary History (346-53)  
- Kanagaki Robun, “The Beefeater”  
- Writing Assignment #2 handed out  
Discussion: What were the connections between “civilization,” violence, and power in East Asia of the late 19th century?

WEEK 8  THE MAY FOURTH MOVEMENT IN CHINA  
Mar 3  
- Ebrey, Modern East Asia (448-64)  
- Ebrey, Chinese Civilization: A Sourcebook (341-44, 360-63)  
- Lu Xun, “Preface to Call to Arms” in Lu Xun, Complete Stories of Lu Xun (v-x)  

Mar 5  
- Lowell, The Soul of the Far East (1-28)  
- de Bary ed., Sources of Chinese Tradition (151-95)  
Discussion: Does China possess a “national character”? What are some problems with this idea of “national character”? (Writing Assignment #2 Due March 5)  

Part III. Culture, Imperialism and War in East Asia

WEEK 9  CULTURE AND MODERNITY  
Mar 10  
- Ebrey, Modern East Asia (465-83)  
- Najita & Harootunian, "Japan's Cultural Revolt Against the West" in Wakabayashi ed., Modern Japanese Thought (207-256)  

Mar 12  
- Nakashima, “Mr. Percival Lowell’s Misconception of the Character of the Japanese” (97-102)  
Discussion: Japan’s assertion of cultural identity was a form of resistance to modernity but such resistance itself can be understood as an integral part of modernity. Explain this statement. (Short Essay #4 Due Mar 12)

WEEK 10  SPRING BREAK: MARCH 14-22  
Mar 17 & 19  
- No Readings. Enjoy the Break!

WEEK 11  COLONIAL KOREA  
Mar 24  
- Ebrey, Modern East Asia (484-500)  
- Schmid, Korea Between Empires: 1895-1919 (171-98)  

Mar 26  
- Chou, “The Kominka Movement in Taiwan and Korea” (40-68)  
- Shin, Peasant Protest & Social Change in Colonial Korea (133-43)  
Discussion: What is “colonialism”? Does it differ from “imperialism”? Did Japanese colonialism suppress Korea’s national identity or help to create it?
WEEK 12
Mar 31
THE PACIFIC WAR IN ASIA
• Ebrey, Modern East Asia (520-45)

Apr 2
• Lu, Japan: A Documentary History. Vol. II (443-53)
• Dower, "Three Narratives of our Humanity" in Linenthal ed., History Wars (63-96)
Discussion: Was the dropping of atomic bombs on Hiroshima and Nagasaki a war crime? Why or why not? (Short Essay #5 Due Apr 2)

Part IV. Post-War East Asia

WEEK 13
Apr 7
THE PEOPLE’S REPUBLIC OF CHINA
• Ebrey, Modern East Asia (546-64)

Apr 9
• MaoTse-tung, Selected Readings
Discussion: What was the Cultural Revolution and how can we explain its violence? (Writing Assignment #1 (version 2) Due Apr 9)

WEEK 14
POST-WAR JAPAN & POST-WAR ROK
Apr 14
• Ebrey, Modern East Asia (604-23)
• Yoda, “A Roadmap to Millennial Japan” in Yoda and Harootunian eds., Japan After Japan (16-51)

Apr 16
• Ebrey, Modern East Asia (588-603)
• Ch’oe, Sources of Korean Tradition (400-411)
• Kim, “The Story of a Sound” in McCann ed., The Middle Hour (33-43)
Discussion: What connection do you see between Kim Chi-ha’s activism (and its suppression) and the neoliberal socio-political order of South Korea?

WEEK 15
POST-MAO CHINA
Apr 21
• Ebrey, Modern East Asia (565-83)
• Schell, The China Reader (186-207)
(Writing Assignment #3 Due Apr 21)

Apr 23
• Discussion and Wrapping up
Discussion: Why do the events of June 1989 at Tiananmen Square continue to pose a threat to the PRC’s party leaders today? How do the strategies for legitimacy of PRC leaders today compare with those of the Qing, of Edo Japan, of Japan today?
Preparation/Participation
Participation includes regular on-time attendance and thoughtful contribution to class discussion. I strongly encourage you to take advantage of my office hours to discuss your work, the readings, etc. I will consider this a form of “participation.” Please note: Absences and arriving late to class will negatively affect your course grade.

- **Unexcused Absences**: Your overall course grade will be reduced by 0.2 points (on a 4.0 scale) for each unexcused absence beyond the first two.
- **Excused Absences**: More than five absences (excused or unexcused) will ordinarily result in a participation grade of zero and, potentially, a failing grade for the course. (For F&M’s Medical Excuse Policy, see [http://www.fandm.edu/x7701.php](http://www.fandm.edu/x7701.php).)

Short Essays
Due start of class Thursdays of weeks 2, 3, 4, 9, and 12. Write a concise response (typed, double-spaced) to the discussion question that appears following assigned readings. These writings should directly engage with the question and its key terms, be well-written, and free of grammatical or typographical errors. They should include six elements: title, stable context, disruption, cost/benefit section, main claim, and evidence (see “Suggestions for structuring your essays” below). A guideline for these assignments will be handed out in class. I will only accept hard copies submitted in class (i.e. no e-mailed assignments). Printers can have difficulties, so it is a good idea to prepare your assignment the night before. *Late assignments will not be accepted.*

The weekly discussion questions and your responses are intended to help you think through each week’s readings and lectures, and to prepare you for our class discussions. If you would like to discuss your writing assignment or receive additional feedback on it, please stop by during my office hours and I will be happy to go over it with you.

Writing Assignment #1
Version #1 (5-6 pages)
Version #2 (10-12 pages)
Go back to the weekly discussion question from the third week of class: “Discuss Gennai’s text in terms of “performativity”.” Develop your short response into an essay of 5-6 pages (version one) and then into an essay of 10-12 pages (version two). When you turn in version two, please attach your earlier version (version one) as well. How would you categorize “Hohiron”? Is this comedy, satire, social criticism, vulgar nonsense, or something else? Gennai’s text does more than simply describe a situation or relate an amusing story. So what exactly does Gennai’s text do? In formulating your essay, you should draw upon insights from relevant class readings (this should include Harootunian’s text from week three, and related primary documents).

If you would like to discuss the paper with me, feel free to come by my office before the due date. Be careful not to wait until the last minute. I may be unavailable to discuss your drafts e.g. the day before it is due.

Additional guidelines:
- The essay should be typed, double spaced, and the appropriate length
- Include a bibliography (in addition to the assigned page requirement)
- Your essay should include a main claim (argument) that is clearly stated in your introduction. Please underline your main claim.
- Quote brief passages from key texts to illustrate your claims. (But avoid overly long block quotations.)
When you cite/quote from sources, use the system of citation below. Also, for additional guidelines for proper citation format, see:
http://www.chicagomanualofstyle.org/tools_citationguide.html

In a footnote:
Author, Title (City: Publisher, Year), page#.

In your bibliography (works cited section), put in alphabetical order with author’s last name first:

• Be certain to put quotes around words that are not your own. Understand what plagiarism is and avoid it.
• Version #1 of this assignment is a rough draft only in a loose sense. Both the shorter and the expanded drafts should be well-written, free of grammatical errors and typos, and should represent your best effort. Your expanded draft should take account of my suggestions for revision.
• An “x” in the margin of returned essays indicates an error (typo, spelling, grammar) on that line of the text.

Writing Assignment #2
Write a short essay (4-5 pages) addressing a question handed out in class. In your response, you should draw upon key ideas and/or theories addressed in class thus far. Follow the stylistic guidelines for writing assignment #1 above.

Writing Assignment #3
Write a short essay (2-3 pages) addressing week 14’s discussion question on the Republic of Korea. In your response, you should draw upon key ideas and/or theories addressed in class thus far. Follow the stylistic guidelines for writing assignment #1 above.

Grading Criteria for assignments/exams
Your essays should:
• Have a clear thesis or main claim
• Directly address the assignment or question and otherwise conform to the assignment guidelines
• Include analysis, not merely descriptions or summaries (to this end, it should avoid overly long block-quotations that simply fill up space)
• Show familiarity with both readings and class lectures/discussions
• Have no serious problems with grammar, style or sentence structure, and contain no serious factual errors.
If your essay/paper falls short in one of the above areas, it will fall into the “C” range. Assignments with problems in more than one of these areas will fall into the “D” or “F” range. If your assignment meets all of the above criteria, I will then look for the following:

- A creative or thoughtful thesis or main claim
- A thesis that thoroughly engages with the assignment or question rather than addressing only one part of it
- Thoughtful and careful analysis
- Solid support or evidence to back up your thesis or main claim
- A thorough understanding of the readings/lectures
- Organization (Is the argument consistent? Is there unnecessary, irrelevant or redundant information?)

Your paper will fall into the “A” or “B” range depending upon how well it reflects the second set of criteria.

F&M Grading Scale:

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<th>Grade</th>
<th>Score</th>
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<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
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<tr>
<td>F</td>
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*Please note: Late writing assignments (other than “short essays”) will be accepted, but they will be marked down 0.4 grade points for every day they are late: e.g. a 4.0 (A) paper turned in one day late will receive a 3.6 (A-). Assignments involving any kind of plagiarism typically receive an F (0.0) and may be a basis for a failing course grade.

Suggestions for structuring your essays

Introductions

Perhaps the most important part of your essay. Clearly state your main argument (main claim) in your introduction. Also, an introduction generally includes the following:

Stable Context:
- Begin with a "stable context" - a kind of common ground. A shared understanding regarding the current status of a problem. This should not be a matter of controversy, but something generally accepted. (Give thought to your first words. Don’t start w/ a dictionary entry: “Webster’s defines syncretism as…” Avoid: “This paper will examine…” Don’t start grandly: “Since the dawn of time…” Avoid sweeping generalizations: “Throughout history the Chinese have always…”)

Disruption:
- Usually signalled by: but, however, on the other hand, yet, etc.
- Here, introduce your "problem," e.g. an error, a condition of ignorance, etc. This is often expressed in the form of a question.
- Costs/Benefit: Briefly discuss the consequences of this problem (the cost of leaving it unresolved, or the benefit of resolving it).

Resolution:
- This should be your essay's Main Claim. This should resolve the "problem" mentioned above.
- Your claim should matter to people (otherwise why read the essay?), and it should be somewhat controversial (if everyone already agrees with your argument, there's no need to make it).
- Title: Give your essay a title. Create a title from the key terms in your main.
Example of an Introduction

[Stable Context] It is not uncommon to find scholarly works on international affairs referring to the "characteristics" of some society, nation, civilization or people. (Reader: "no debate")

[Disruption] Attributing "characteristics" to an entire society or nation, however, relies upon a highly problematic set of presuppositions that ignore differences (ethnic, religious, ideological, linguistic, etc.) (Reader: "so what?")

[Costs/Benefits] The uncritical acceptance of such presuppositions only reinforces nationalistic claims to cultural exceptionalism and sustains the violence often carried out in the name of "national essence." (Reader: "so what have you found?")

[Main Claim] Contemporary statements on "National character," although putatively reflecting some timeless "essence" or "animating spirit" of the nation, are tied to a specific nineteenth century discourse associated with the emergence of the modern nation-state and nationalism.

Many stories will open in the same way: One sunny morning, Little Red Riding Hood was skipping happily through the forest on her way to Grandmother’s house. Suddenly, Hungry Wolf jumped out from behind a tree, frightening her very much. [Here, you already have a stable context, disruption (“suddenly, the wolf.”), and the cost (“frightening her...”). The rest of the story provides the “resolution.”]

Body of Essay
Your Main Claim will be supported by a number of "sub-claims."

• Each of your sub-claims should support your Main Claim (your main argument).
• Each sub-claim, in turn, needs to be supported by evidence (e.g. a quotation from a primary text, or from a secondary text).
• Be sure the connection between your evidence and your sub-claim is clear. This is where you can analyze or interpret the passage just quoted.

E.g. "You should be checked by a doctor (claim), because your blood-test reading is 200 (evidence)."

Ok, perhaps we accept the evidence, but why does a reading of 200 mean we should see a doctor? We need to connect the evidence to the claim:

E.g. "Whenever someone has a blood-test reading of higher than 120, it oftentimes indicates they have diabetes."

Conclusion
• Don’t merely re-state your main claim. Point out the significance of the problem that you addressed and the way you resolved it. Be sure you answer the "so what" question. In other words, now that we all accept your Main Claim, tell us its deeper implications. (This might refer back to and elaborate upon the "Costs and Benefits" mentioned in your introduction.)

Much of this comes from Booth, Colomb, and Williams ed. The Craft of Research. I recommend this book to each of you.
### HIS 252: Modern East Asian History

Ebrey, *Modern East Asia: From 1600*

Alternate page number list for newest edition

#### Week 1: Introduction
Preface & Conventions (xi-xvi), Connections (257-61)

#### Week 2: Early Qing
Chapter 16 (all)

#### Week 3: Edo Japan
Chapter 17 (all, 279-94)

#### Week 4: Opium Wars, China in Decline
Chapter 18 (304-23)

#### Week 5: Peer Review
None

#### Week 6: Bakufu/Meiji Ishin
Chapter 19 (324-36)

#### Week 7: Meiji Japan
Chapter 20 (337-52)

#### Week 8: May 4th China
Chapter 24 (402-416)

#### Week 9: Culture & Modernity
Chapter 22 (370-86)

#### Week 10: Break
Spring break

#### Week 11: Colonial Korea
Chapter 23 (387-401)

#### Week 12: Pacific War
Connections WWII (417-25); Chapter 26 (442-56)

#### Week 13: PRC
Chapter 27 (457-73)

#### Week 14: Post-war Japan & Post-war Korea
Apr 15: Chapter 30 (511-24)
Apr 17: Chapter 29 (500-510)

#### Week 15: Post-Mao China
Apr 22: Chapter 28 (474-490)