

HIST 365.01E History of Modern East Asia

Fall 2015

MW 12.30 – 1.45 pm

SS 124

Instructor: Prof. Kuracina

Office location: Ferguson Social Sciences 113

Office hours: Monday, 3.00pm to 5.00pm; Wednesday, 3.00pm to 6.00 pm; *and by appointment*

Office email: William.Kuracina@tamuc.edu

COURSE INFORMATION

Course Materials:

Books: Readings have been prepared and will be distributed. These are a blend of primary and secondary materials that complement lectures and provide the foundations for classroom discussions.

Note: It is imperative that you complete the assigned readings; the material contained therein will drive classroom discussion, a very crucial course requirement. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester.

Suggested & supplemental reading list: This course does not have books for reading assignments. However, students interested in supplemental reading to better digest the content may discuss possible titles with the instructor.

The course schedule below refers to page numbers from the following suggested works:

- Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present* (Oxford University Press, 2003).
- Jack Gray, *Rebellions and Revolutions: China from the 1800s to 2000* (Oxford University Press, 2002).

Course description:

A survey of developments in China, Japan, Korea and Vietnam during the nineteenth and twentieth centuries with emphasis on the impact of the West in the nineteenth century and modernization in the twentieth.

Prerequisite and/or Corequisite Majors: HIST 253. *Non-majors:* may enroll with consent of instructor.

This course is a content-driven investigation of the history of East Asia from approximately the fifteenth century through the twentieth century. Students will consider the impact of domestic and global conditions on Chinese and Japanese history and will holistically understand regional events in an international context. This course will consider in detail the growth and effects of nationalism in China and Japan and students will use primary and secondary source materials to

analyze the major themes of Chinese and Japanese history. Developments in Korea and Vietnam will then be discussed in the context of these major events. Specific emphasis will be placed on comparing the efforts of China and Japan to modernize in response to ongoing Western encroachment. From this foundation, students will then consider the challenges faced by these countries in the post-war world.

Student Learning Outcomes:

By the end of the semester, students should be able to:

- Explain why Japan effectively modernized in response to Western intrusion and why China did not

Students' ability to meet this course objective will be evaluated by a measurement instrument administered at an appropriate time during the semester.

COURSE REQUIREMENTS

Instructional, Methods, Activities Assessments:

Attendance policy: Students are expected to attend every class session; attendance will be taken. Each unexcused absence negatively affects the attendance grade. Excessive unexcused absences (more than 5) may be cause for a failing grade in this course, at the instructor's discretion.

Students should inform the instructor if there is a legitimate reason (e.g., illness or emergency) for missing a class or an exam. For missed exams, students should contact the instructor within 48 hours of the missed exam to schedule a make-up; failure to do so may forfeit the possibility of making up the exam. Non-documented excuses are not generally acceptable, but can be accepted at the instructor's discretion. If you must travel on school business (with an athletic team or for another reason), then inform the instructor ahead of time.

Participation: Students are expected to do the reading as noted in this syllabus and to be prepared to participate in classroom discussions. Occasional in-class writing assignments or short quizzes may be assigned and will contribute towards your participation grade; these may not be made up. Although lectures, readings and discussions will overlap significantly, the readings will also include materials that may not be covered in class; nevertheless, students are responsible for all content covered in reading assignments. Students are encouraged to bring questions to class and to interrupt lecture to ask your questions should some point require further explanation.

Students are expected to create and sustain an open intellectual classroom environment which fosters discussion – students should listen to each others' comments and questions with an open mind and to respect viewpoints other than their own. Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as “wrong.”

Participation grades will be based on the following criteria:

- A = Student is always prepared; makes frequent voluntary contributions to classroom discussion
- B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on
- C = Student is usually prepared but rarely voluntarily speaks
- D = Student is generally unprepared and does not contribute to discussion
- F = Student is unprepared and appears disinterested in contributing to discussion

Assignments: There are two main objectives to this course: 1) to provide students with a foundational understanding of the material by covering the basic content; and 2) to afford students opportunities to interpret the history in response to more general historiographical questions. Consequently, this course explores significant events in world history to enable students to better analyze these events in the context of larger themes that bind them together. This process involves both in-class discussion and a more standardized analysis through written assignments.

Term paper: Students in this class are not expected to merely learn history, but to *do* history; consequently, students will write a comprehensive term paper on a targeted topic associated with this course's broad theme. This assignment is due at the end of the third quarter of the semester; we will determine the specific due date later in the semester.

The term paper will be either a research paper or historiography.

Given limited access to primary source material about modern East Asia, for a research paper the student must acquire the instructor's permission to research a topic. The student must submit a written topic proposal (a few paragraphs in length) that outlines the research topic and that specifically identifies a minimum of two primary sources that will be integrated into the paper.

If the student cannot meet the minimum requirement of two primary sources, he/she will be obliged to produce a historiography paper.

The historiography paper targets a specific historiographical debate. For this assignment, students will analyze 5 or more scholarly works – monographs and/or scholarly journal articles – and integrate these sources into a comprehensive, thesis-driven essay.

At an early date, students are encouraged to discuss potential paper topics with the instructor.

For either research paper or historiography, the final paper will be at least 12 pages in length (including text and notes but excluding the bibliography and title page). The paper must use footnotes according to Turabian style and will also include a properly-formatted bibliography and a title page that (at least) includes the student's name and the title of the paper. The text must be double-spaced, the pages must be numbered, all margins will be set at 1 inch and the paper should be written in Times New Roman 12pt or its equivalent. This paper may not be submitted in more than one class.

Students are encouraged to submit a draft paper prior to the draft paper due date, but no partial drafts will be accepted. Please consult the instructor at any time about your paper, topic, sources, etc.

The paper will be graded according to the following criteria:

- Compliance with the assignment
- The presence, strength and originality of a thesis
- The proper use of evidence to support that thesis
- The degree to which the paper is analytical and evaluative rather than narrative or summarization
- Evidence that the sources used and listed in the bibliography were read and understood
- Organization of the paper and logical progression of the argument
- Mechanics (spelling, grammar, syntax and punctuation)

Exams: Essay examinations are designed to assess both content and analysis – how well do students understand the issues addressed in the class and how do students use the content to arrive at original conclusions? Exams are blue book responses to broad, thematic prompts. Exam dates appear in the course calendar below.

Quizzes & written responses: Quizzes are designed to assess understanding of basic content and comprehension of reading assignments. Written response papers enable students to apply that specific content to broader themes.

Grading:

Student performance will be evaluated as follows:

- 4 exams (**each** exam is 15% of final grade)
- Research/Historiography paper (15% of final grade)
- class discussion & participation; quizzes & written responses (15% of final grade)
- attendance (10% of final grade)

Written work: Grading criteria for written work are consistent for papers, exams, and all such written assignments. It is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

General letter grades correspond to the following scale:

A = 90–100

B = 80–89

C = 70–79

D = 60–69

F = less than 59

Course expectations: Following are the basic expectations for success in this course.

- Complete all reading and writing assignments before coming to class. You must keep up with the assignments to perform well in this course. All of the readings can and should be applied to exam responses and writing assignments.
- Written assignments are expected on the assigned due date. **Five percent** of the assignment grade will be deducted for each day it is late.
- *Late assignment policy:* Students have or will have ample warning of assignment due dates; computer/printer malfunctions or meltdowns or any other last-minute hiccups are **not** acceptable excuses.
- All assignments can be discussed with the instructor by email or in person during office hours.
- Exams must be completed on the scheduled due date, unless the student provides a valid, documented excuse. Absence on exam days will only be excused with appropriate documentation (e.g., medical documentation). If a student must miss an exam, he/she **must** notify the instructor of the absence **prior** to the exam and a make-up exam must be rescheduled within one week's time. Absences without a valid excuse or exams that are not made-up per these guidelines will result in a "0" grade for the exam.

All of the requirements must be completed to pass this course

TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

The following information is provided to assist students in preparing to use technology in this course:

Word processing: Students will need access to a word processor and a printer to access and print out reading assignments, to prepare for written exams and to complete type-written response assignments. Students' word processors must enable them to read and insert footnotes into a Microsoft Word document.

Internet: Students will need email access to receive reading assignments and for course-related correspondence. Students will also need to access course materials in eCollege.

Turnitin: Turnitin is a web-based plagiarism detection software site that scans student papers into a database of all such papers and check submitted papers against those in the database and virtually every website on the Web to determine whether or not paper content was "lifted" or fabricated in any fraudulent way. Students must submit their papers in Microsoft Word format after creating an account tied to this course. To submit a paper to Turnitin, go to www.turnitin.com and click on "new user." Choose "student" and click "next." Enter the Class

ID and Password (details on ID and password are forthcoming and the instructor will add this information to the course's eCollege documents). Once you input your information into the system, you should see HIST 265 "East Asia" listed in your classes. Click on the appropriate assignment, click on the icon under "submit" and follow the instructions to upload your paper. Please let me know if you have any problems (and do not wait until the very last minute to upload your paper). Submissions to Turnitin are due by 5.00 pm on the same date the hard-copy work is submitted to the instructor.

eCollege: This course is web-enhanced through eCollege, the Learning Management System used at Texas A&M University–Commerce. I will use eCollege for course communication: circulating announcements and reminders; distributing assignments; and as a central repository for course materials such as the reading packet or other handouts. An internet connection, preferably high-speed, is needed to access eCollege.

You can access eCollege through your MyLeo (the MyLeo login link is: <https://leo.tamuc.edu/Login.aspx>). *Please double-check your MyLeo settings to ensure that your preferred email listed there is the address at which you prefer to receive course communications.*

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or helpdesk@tamuc.edu.

Pearson LearningStudio Student Technical Support

Texas A&M University – Commerce provides students with technical support in the use of Pearson LearningStudio. Technical assistance is available 24 hours a day, 7 days per week. If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site at <http://247support.custhelp.com/>.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing help from within your course:

Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or

work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>.

COMMUNICATION AND SUPPORT

Students are encouraged to contact the instructor whenever the need arises; clear lines of communication enable the instructor to better assist your learning processes and provide any necessary support. Outside the classroom, the best way to contact the instructor is by email and during posted office hours. Do not hesitate to talk to me about any concerns you may have or any problems or issues you may experience during the semester – I can only assist you if I am aware of what is going on with you.

COURSE AND UNIVERSITY POLICIES AND PROCEDURES

Classroom Behavior:

Students will be treated with respect and I expect the same in return. Please exercise common classroom courtesy. To avoid being a distraction to either other students or the instructor, please take care of personal needs before class begins and turn off cell phones. Do not send text messages, chat on IM or post Facebook updates during class; although you think you can do these things subtly, you can not – it is a distraction.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Written Assignment Format and Late Assignment Policy:

Response papers must be typed and double-spaced with one-inch margins. Pages must be numbered. Your name, the course number and the due date must appear at the top of the first page; no cover page is necessary. Pages should be stapled. Any authors' quotations or ideas that are derived from another writer must be cited; footnote citations are preferred, but not mandatory. We will briefly discuss citations in class, but if there are any questions about how to cite or what to cite, please ask. Any papers that do not conform to these guidelines will be returned to the author for resubmission and will be penalized for being submitted late.

All writing assignments will be turned in at the beginning of class on the due date. Late papers will only be accepted with advance permission and will be penalized 5% for each day it is late.

Academic Honesty:

In all our courses, history faculty members expect that all work turned in by students for grades is their own work. It is the policy of the university, the history department and the instructor that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated. Plagiarism is defined as taking the words or ideas of someone else and passing them off as your own. Cheating is defined as obtaining unauthorized assistance on any assignment. Collusion is defined as selling or purchasing academic products with the intention that they be submitted to fulfill an academic or course requirement. Students are expected to uphold and support the highest possible academic standards at all times. Any student found guilty of violating academic integrity policy will fail the assignment in question, will automatically fail the course and will be subject to disciplinary action by the university (see Texas A&M University-Commerce Code of Student Conduct 5.b. [1,2,3]). Further information on the history department's plagiarism policy can be found on the department webpage. If you are unclear about what constitutes academic dishonesty, ask.

Writing Center:

Students are encouraged to take advantage of the Writing Center's resources for assistance with drafting their written assignments. Although the center will not write your paper for you, it may help you to improve your writing skills. If you use the Writing Center, plan in advance because it can only help you if there is adequate time to incorporate their suggestions into your paper. Additionally, I am willing to read rough drafts (and even multiple drafts) of your written work so long as the drafts are submitted at least one week prior to the due date.

Students with Disabilities:

Students requiring special accommodations for learning disabilities must work with the Academic Support Committee. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University–Commerce

Gee Library, Room 132

Phone: (903) 886-5150 or (903) 886-5835

Fax: (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Non Discrimination Statement:

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status.

Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Note: This syllabus is your contract with the instructor for the semester. By enrolling in this course you agree to abide by all the policies and requirements set forth below. The terms of this contract are non-negotiable, apply equally to each student, and remain in effect throughout the semester; only the instructor may alter the terms of this agreement. Please contact the instructor if there are any questions about this syllabus or the terms herein.

COURSE OUTLINE AND CALENDAR

Tentative course schedule (and themes):

The following schedule is meant to be a guide for students throughout the semester and indicates when assignments are due. Please refer to the schedule frequently. I will do my best to keep to this schedule, but I reserve the right to change it as the semester progresses and as such circumstances arise.

NOTE: The assigned reading material is due on the date specified in the course schedule. Students should expect to be prepared to participate in a group discussion of the reading assignment in class on that date.

31 August 31 – Introduction

PART 1 – ENCOUNTERS & WESTERN IMPERIALISM

2 September 2 – Ming China, origins of Qing China

7 September 7 – Traditional China: discussion of reading assignment

- *Six Records of a Floating Life*

9 September 9 – Tokugawa Japan

14 September 14 – European missionaries

- Francis Xavier's letter to the pope

16 September 16 – European trade, Qing decline and opening China

(Gray: 1–51)

- Qianlong's imperial edict to George III, 1793
- Lin Xexu's moral advice to Queen Victoria, 1839
- Cantonese Declaration to the British, 1841
- Lin Xexu's recognition of Western military superiority, 1842
- Wei Yuan's Statement of a Policy for Maritime Defense, 1842
- Ch'i-ying's "Method for Handling the Barbarians," 1844

21 September 21 – Opening of Japan and Japanese responses to the West

(Gordon: 9–33)

23 September 23 – **Exam 1**

PART 2 – RESISTANCE

28 September 28 – Meiji Restoration and Japanese modernization

(Gordon: 46–93)

- "The Way of the King"
- Kido Takayoshi's Observations of Education in the United States

30 September 30 – China's Self-Strengthening Movement

(Gray: 52–124)

- Feng Keui-fen, "On the Adoption of Western Knowledge" ~ 1860
- Feng Kuei-fen, "On the Manufacture of Foreign Weapons" ~ 1860
- Li Hung-chang's Recommendation of Western Military Methods, 1863
- Wo-jen's Objection to Western Learning, 1867
- Li Hung-chang's comments on Japanese modernization, 1872
- Li Hung-chang's memorial, 1874
- Wen-hsiang's Warning of Disaster, 1874

5 October 5 – Japanese nationalism and expansion

(Gordon: 115–137)

7 October 7 – China's push for a new national order: Hundred Days

(Gray: 125–138)

- Li Hung-chang's conversation with Ito Hirabumi, 1895

- Ito Hirabumi's conversation with the emperor
- Kang Yu-wei's Statement for the "Society for the Study of Self-Strengthening"
- Wang K'ang-nien on Democracy
- The conservative opposition
- Chang Chih-tung, "Exhortation to Study"
- Kang Yu-wei's conversation with the emperor

12 October 12 – **Exam 2**

PART 3 – REVOLUTION, WAR and LIBERATION

14 October 14 – China's "Open Door" and its consequences

16 October 16 – Sun Yat-sen and China's Revolution

(*Gray: 138–149, 167–179*)

- Sun Yat-sen's letter to Li Hung-chang, 1894
- Manifesto of the T'ung-meng-hui [Revolutionary Alliance], 1905
- Sun Yat-sen's Theory of Knowledge and Action, 1919

21 October 21 – World War I in East Asia

(*Gordon: 139–160*)

23 October 23 – Marxism, communism and nationalism

(*Gray: 192–219*)

- Li Dazhao, "The Victory of Bolshevism"
- Sun Yat sen's Adoption of the Russian Party System, 1923

28 October 28 – Chiang Kai-shek and Nationalist China

(*Gray: 211–228*)

30 October 30 – Nationalist China and Communist China

(*Gray: 229–246, 261–267*)

2 November – **Exam 3**

PART 4 – MODERN EAST ASIA

4 November 2 – Imperial Japan vs. Nationalist China, 1920–1930

(*Gordon: 161–181*)

9 November 4 – Nationalist China and the Long March

(*Gray: 268–276; Gordon: 186–197*)

- "Drain the Pond to Catch the Fish"

11 November 9 – Marco Polo Bridge & World War II

(*Gordon: 198–209*)

- “From Marco Polo Bridge to Pearl Harbor: Who was responsible?”

16 November 11– Occupation & Reconstruction in Japan

(*Gordon: 226–243*)

18 November 16 – China’s Civil War

(*Gray: 277–299*)

23 November 18 – The Korean War

30 November 23 – Japan’s economic miracle

(*Gordon: 245–269*)

November 25 – ***Thanksgiving: no class***

2 December – Hundred Flowers and Great Leap Forward

(*Gray: 299–315*)

- “Correcting Mistaken Ideas” (Little Red Book)
- “Criticism and Self-Criticism” (Little Red Book)

7 December 2 – Sino-Soviet relations

(*Gray: 316–323*)

9 December 9 – Conclusions

December 16 – **Exam 4 scheduled for 1.15 pm in SS 124.**