Modern East Asia  
(HIS 320 001, Fall 2019, TR 11:00 – 12:15, F 475)

Philip E. Catton, Department of History, Liberal Arts North 361  
Contact Information: Tel. 468-2387; E-mail – pcatton@sfasu.edu  
Office hours: TR 8–9:15 & TR 3:30-4:45; or by appointment

Course Description
This course will examine the history of East Asia, primarily China and Japan, from the 1600s through to the present. It will seek to provide an historical overview, and also suggest how an examination of the past can shed light on contemporary events and issues. For reasons of logic and coherence, the course is organized chronologically, but it will not attempt the impossible and unrewarding task of following in detail every twist and turn of some four centuries of history. Rather, it will seek within a chronological framework to explore the major social, economic, cultural, and political changes of this period. Key topics include the impact of Western imperialism, the process of modernization, the rise of militarism in Japan, the Second World War in Asia, the Chinese Revolution, and contemporary challenges.

Texts and Materials
The following books are required reading and can be purchased at the bookstores. I have also placed copies of these books on reserve in the library – they are available at the reference desk:

- Helen Hopper, *Fukuzawa Yukichi: From Samurai to Capitalist*
- Pa Chin, *Family*
- Liang Heng & Judith Shapiro, *Son of the Revolution*

In addition to the three books, I will provide copies of primary sources that are also required reading. Hard copies of this material will be handed out in class and electronic copies can be found on the course D2L site.

The readings for each class session are listed on the course calendar. You should complete the relevant reading assignments in preparation for each class meeting, because we will discuss in class the readings assigned for that particular day. Your familiarity with the reading material will also be tested in quizzes and the midterm and final exams. Please keep up with the reading assignments and bring them to class, so that we can refer to them during our discussions.

Course Requirements

Class Participation
Class periods will consist of lecture interspersed with discussion. Because the class will involve significant discussion, you should actively participate; indeed, the success of the
class discussions depends upon your conscientious preparation and participation. To reflect the importance of this aspect of the course, class participation will form part of the grade (see under “Grades”).

**Quizzes and Exams**
There will be a midterm examination held on October 10 and a final examination on December 12. These will be in-class examinations consisting of map, identification, and essay questions. The final exam will not be cumulative; it will only deal with material covered after the midterm. In addition, students will be given three in-class quizzes, which will consist of objective questions based on the three course books. No make-up quizzes or exams will be given unless you make prior arrangements with me to miss the regularly scheduled test. If you miss a test due to an emergency on the day, you will not be allowed to take a make-up unless you can provide me with an appropriate excuse and/or documentation to justify your absence.

**Written Assignment**
You will complete one written paper for the class. You will have two options for this assignment. You may choose to write: (1) in response to a question set by me; or (2) on a question set by you. In either case, the paper should be 8-10 pages in length (2,500-3,000 words), typed and double-spaced (12-point type; 1-inch margins). Please submit both a hardcopy and an electronic copy. To be fair to those who submit papers on time, late ones will be penalized by a loss of 5% for each day they are late. Due December 3.

Please see the second part of the syllabus for further details about this assignment.

**Course Policies**

**Academic Integrity**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Please read the complete policy, including penalties and the appeal process, at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

**Attendance**
There will be no grade given simply for attending class. It is most unlikely, however, that you will do well unless you attend regularly, nor can you participate in class discussions if you are not there. You are responsible for all material covered during class time. Any consequences of absence from class are your responsibility.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. The instructor will have full discretion over what behavior is deemed appropriate/inappropriate in the classroom.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Grades**
The grades for the course will be determined as follows: 15% for class participation; 15% for the quizzes; 20% for the midterm examination; 25% for the final examination; 25% for the written assignment. The grading scale is as follows: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 or less.

**Withheld Grades (Semester Grades Policy, A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Course Calendar

Week 1 (8/27 – 8/29) Introduction – Qing Dynasty China
- Reading 8/29: “On the Duties of an Official” (X); “Selections from the Twenty-four Exemplars of Filial Piety” (X)

Week 2 (9/3 – 9/5) Internal & External Pressures – Opium War
- Reading 9/3: “China’s Population Problem” (X); “Two Edicts from the Qianlong Emperor” (X)
- Reading 9/5: “Letter to the English Ruler” (X); “Despatch from Lord Palmerston” (X)

Week 3 (9/10 – 9/12) Taiping Rebellion – “Self-Strengthening”
- Reading 9/10: “Book of Heavenly Commandments” (X); “Taiping Economic Program” (X); “A Proclamation Against the Bandits” (X)
- Reading 9/12: “On Reform” (X); “Principle Versus Practicality” (X)

Week 4 (9/17 – 9/19) Revolution of 1911 – Tokugawa Japan
- Reading 9/17: “Comprehensive Consideration of the Whole Situation” (X); “An Address to My Two Hundred Million Women Compatriots” (X); “Revolutionary Alliance Proclamation” (X)
- Reading 9/19: “Laws of Military Households” (X); “Five-Household Group Laws” (X)

Week 5 (9/24 – 9/26) “Opening” of Japan – Meiji Restoration
- Reading 9/24: “Letters from President Fillmore and Commodore Perry to the Emperor of Japan” (X)
- Reading 9/26: “Statement from Three Village Leaders to a Tokugawa Bannerman” (X); “Code of the Okaya House” (X); “Summary of the Ancient Way” (X)

Week 6 (10/1 – 10/3) Meiji Government – Meiji Modernization
- Reading & Quiz 10/1: Helen Hopper’s Fukuzawa Yukichi
- Reading 10/3: “Kume Kunitake: Report of the Iwakura Mission” (X)

Week 7 (10/8 – 10/10) Japanese Imperialism
- Reading 10/8: “Good-bye Asia” (X); “Sino-Japanese War Wood Block Prints” (images on D2L course website)
- 10/10: MIDTERM EXAM

Week 8 (10/15 – 10/17) Early Republican China – May Fourth Movement
- Reading 10/15: “The Warlords” (X)
- Reading & Quiz 10/17: Pa Chin’s Family
Week 9 (10/22 – 10/24) First United Front – Taisho Democracy
- **Reading 10/22:** “Victory of Bolshevism” (X); “Sun Yat-sen Opens the Whampoa Academy” (X)
- **Reading 10/24:** “Shidehara Diplomacy” (X); “Culture in Taisho Japan” (images on D2L course website)

Week 10 (10/29 – 10/31) Rise of Militarism – Second World War in Asia
- **Reading 10/29:** “An Anniversary Statement by the Amur Society” (X); “The Naughty Japanese” (X)
- **Reading 10/31:** “Draft of Basic Plan for Establishment of Greater East Asia Co-Prosperity Sphere” (X); “Japanese Wartime Propaganda” (images on D2L course website)

Week 11 (11/5 – 11/7) Second World War in Asia – Postwar Japan
- **Reading 11/5:** “Potsdam Declaration” (X); “The Decision to Use the Bomb” (X)
- **Reading 11/7:** “U.S. Plans for War and Occupation in Iraq are a Historical Mistake” (X)

Week 12 (11/12 – 11/14) Chinese Civil War – People’s Republic of China
- **Reading 11/12:** “Report on the Investigation of the Peasant Movement in Hunan (March 1927)” (X); “The Long March: The Tale of the Luding Bridge, 1935” (X)
- **Reading 11/14:** “On the People’s Democratic Dictatorship” (X)

Week 13 (11/19 – 11/21) Great Leap Forward – Cultural Revolution
- **Reading 11/19:** No reading
- **Reading & Quiz 11/21:** Liang Heng’s *Son of the Revolution*

Week 14 (11/26 – 11/28) Thanksgiving Holiday

Week 15 (12/3 – 12/5) Cold War in East Asia – Post-Mao China
- **12/3:** WRITTEN ASSIGNMENT DUE
- **Reading 12/3:** No reading
- **Reading 12/5:** “Tiananmen Square Demonstrations” (X)

**Final Exam: Thursday, December 12, 10:45am – 1:15pm**
Written Assignment
This assignment aims at improving your skills in research, writing, and critical analysis, and to expose you to the kind of process that historians engage in when writing history. The assignment is something that you should work on throughout the course of the semester; it cannot be done well by waiting until the last minute.

You have two options for this assignment:

OPTION 1
Write a paper in response to ONE of the following three questions:

Either (1) “How much do individuals, even great ones, shape their own lives and environment, and how much are they shaped by the world around them?” (Peter Stearns in Helen Hopper, *Fukuzawa Yukichi*, p.ix). Examine the life of Fukuzawa Yukichi – what light does his career and thinking shed on this question?

Or (2) Explain, with particular examples from the book, how Pa Chin’s novel *Family* criticizes traditional Chinese culture and in what ways the novel reflects the May Fourth Movement’s critique of traditional principles and values?

Or (3) Using Liang Heng’s *Son of the Revolution* to help illustrate your analysis, examine the Great Proletarian Cultural Revolution – was the Cultural Revolution a political event directed by Mao, a mass display of pent-up frustrations, or something else altogether?

Each question is based on one of the course books, but your paper should also reflect additional research. You should of course read carefully the particular book that serves as the focus for each question, but I will expect you to consult other books and articles in answering your chosen question. The Library has a sizable collection of books on East Asian history and you should browse the catalog and shelves for relevant material. In addition, don’t forget periodicals and JSTOR for finding relevant journal articles. I will also be happy to help suggest appropriate readings.

OPTION 2
Write a paper on a question of your choosing:

First, you need to choose an area of East Asian history that is of interest to you. In past semesters, for example, students have chosen to examine the Opium War; the Taiping Rebellion; the samurai class; Japanese geisha; Commodore Perry and the opening of Japan; Western missionaries in China; the Boxer Rebellion; Foot-binding; the Russo-Japanese War; Baseball in Japan; the Kamikaze in World War Two; the Bombing of Hiroshima and Nagasaki; China’s one-child policy; the Tiananmen Square massacre; and the hand-over of Hong Kong.

Once you have come up with a broad topic, you will need to narrow your focus – so that you have something that can be covered effectively in an 8-10 page paper. Your paper
should explore a problem or issue, pose and answer a question, or solve a puzzle. For example, if you decided to examine the Opium War, you might ask the question: Was the conflict between China and Britain inevitable? Similarly, a paper on the subject of foot-binding might ask: Why did the practice of foot-binding begin and why did it come to an end? To make sure that you have a suitable topic/question, you must come and discuss with me what you propose to write on by September 26.

**SUBMISSION**

Whichever option you choose, your finished paper should be 8-10 pages in length (2,500-3,000 words), typed and double-spaced (12-point type; 1-inch margins). In addition to providing me with a hard-copy of the paper, you must submit an electronic one to an anti-plagiarism website – turnitin.com. If you have never used turnitin.com, you will first need to register as a user. On the main page, click on “create account” at the top right. You will need the class ID (21788368) and course enrolment key (HIS320). You will also be asked for your email address, and you will choose a user password. When you are ready to submit your paper, follow the instructions to upload it. To be fair to those who submit papers on time, late ones will be penalized by a loss of 5% for each day they are late. Due December 3.

**What makes a good paper?**

There are two principal criteria by which the quality of an academic paper is judged: content and structure.

(1) CONTENT. The content of a good paper will:

(a) Be relevant to the question. Make sure your answer sticks to the question, especially in a relatively short paper of this kind in which you do not have space to wander off on tangents or include extraneous material.

(b) Contain an overall argument. There must be a consistent thread (or threads) running through the whole essay. Make sure you have an idea of what the key issues are going to be before you start writing and incorporate them into your introduction. Having a strong overall argument does not mean that you give just one side of the picture; on the contrary, you should also examine opposing viewpoints and interpretations.

(c) Demonstrate considerable research, which draws on sources appropriate for a scholarly assignment of this kind (i.e., no Wikipedia-type sources).

(d) Make clear points, supported with evidence.

(2) STRUCTURE. A good paper will:

(a) Have a useful introduction. An introduction will indicate your overall argument or your key points and mention in general terms how you intend to structure your paper.
(b) Contain logically arranged and well-constructed paragraphs. Paragraphs should be arranged in such a way that your argument is smoothly and forcefully advanced. A well-constructed paragraph often begins with a “topic sentence” that introduces the point that the paragraph will make; other sentences are then organized in support of it.

(c) Have an appropriate conclusion. A conclusion should summarize your argument(s) but not introduce new points.

(d) Be written in an “academic” style (see below).

**Academic Style**

(1) QUOTATIONS can be used to support your points and provide “color” to spice up a paper, but make sure they are functional. Do not turn your paper into a whole bunch of quotations linked together by a few of your own words. In particular, do not quote from secondary works when the point could be equally well made in your own words. SHORTER QUOTATIONS (i.e. of 50 words or less) should be enclosed in quotation marks and run on with the main text. LONGER QUOTATIONS (more than 50 words) should be separated from the main text by being indented without quotation marks.

(2) CITING SOURCES. You may well have come across a number of different ways of citing sources. For this course’s assignments, any accepted academic style is fine but be consistent. A good guide is *The Chicago Manual of Style*. You should use citations for the following: direct quotations; arguments and important points on disputable questions; particular pieces of information that do not appear in other sources. Please keep firmly in mind that the thinking, research, and writing of this paper are yours and yours alone. You must avoid plagiarism (see below).

(3) BIBLIOGRAPHY. You should list all sources used in your paper, in alphabetical order, at the end of the paper.

**Avoiding Plagiarism**

Plagiarism is an act of fraud and intellectual theft. Although most students think they already know what constitutes plagiarism, there is actually a lot of confusion about the issue. After all, academic assignments ask you to formulate your own ideas but also require you to use work done by others. Students are often unclear about how to properly use and acknowledge their sources. For example, do you know the difference between a legitimate paraphrase of someone else’s work and plagiarism?

There is a good summary of plagiarism – and how to avoid it – on the website of Indiana University’s writing tutorial services. Please take a look at this site: [https://wts.indiana.edu/writing-guides/plagiarism.html](https://wts.indiana.edu/writing-guides/plagiarism.html)

**If you are at all unsure about the issue of plagiarism, or any other aspect of the written assignment, please come and see me.**
Learning Outcomes

Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

(1) Interpret the past in context.
(2) Understand the complex nature of the historical record.
(3) Engage in historical inquiry, research, and analysis.
(4) Craft historical narrative and argument.
(5) Practice historical thinking as central to engaged citizenship.

This course will involve all of these PLOs.

Student Learning Outcomes:
The more specific outcomes for this particular course are as follows. In this class, you will:

(1) Explain the major developments in the history of East Asia from the 1600s through to the present, with particular emphasis on China and Japan.
(2) Analyze East Asia’s interaction with other regions and its place in the modern world.
(3) Recognize how the history of East Asia has shaped the region today.
(4) Examine an historical issue, locate and evaluate appropriate sources, and construct an organized and effective analysis of your topic.

Explanation of credit hours awarded for course
This is an upper-level history course. Upper-level lecture courses in history meet for 150 minutes each week for 15 weeks and also meet for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc.). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc.) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom.