

## **FAR EASTERN HISTORY II**

Fall 2014  
21:510:298  
Monday and Wednesday, 4:00-5:20 pm  
Smith Hall 246

Instructor: Molly Giblin  
138 Conklin Hall  
Office Hours: TBD

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### **COURSE DESCRIPTION**

This course will introduce students to the history of East Asia (China, Japan, and Korea), from circa 1600 AD to the present. As we move chronologically through historical events, we will focus on such major themes as religion and ideology, political institutions and movements, economic exchange, intellectual currents, sex and gender, colonialism, migration, and cross-cultural contact. We will examine how such topics played out within national, regional, and global frameworks, as well as how broader trends affected everyday life – and vice versa. Readings from the textbook and lectures will provide background knowledge as students learn to analyze a range of primary source material, including documents, images, music, and art. Finally, we will connect historical context with current events and contemporary issues facing East Asia.

### **Learning Goals**

1. Students will develop an understanding of key events, cultural trends, ideas, and figures that have shaped modern East Asian history. We will work comparatively, considering histories of China, Japan, and Korea in dialogue with one another.
2. Students will understand East Asian history in global context. During the period covered by this class (1600 to the present), East Asia witnessed drastic fluctuations in its relationship with the rest of the world. Beginning as a powerful player in early modern trading networks, it then saw its position diminished during more than a century of European-led colonialism before returning to an influential global position with rapid industrialization of the twentieth and twenty-first centuries. In order to understand these historical dynamics, students will explore the changes that affected societies globally, including colonialism, imperialism, industrialization, and the rise of nation-state. We will inspect the economic, social, and cultural forces that shaped such changes, and consider the human costs and consequences of globalization, both historically and in our own world. Students will thus learn to situate contemporary issues in longer historical trajectories, from the Early Modern period to the present.
3. Students will learn to be historians. We will read and critically analyze historical documents – what we call primary source material – including memoirs, philosophical texts, propaganda and prescriptive literature, novels, music, films, and art. As we analyze each source, we will think about its historical context, intended audience, and politics of the text (why it was written, as well as the possible social and ideological investments of

the author). We will learn to interpret historical material, and think about how to use it as evidence when we produce our own historical arguments.

### **ASSIGNMENTS AND GRADING**

Participation	10 points
Quizzes	10 points
Short Paper	10 points
Long Paper	20 points
Midterm Exam	25 points
Final Exam	<u>25 points</u>
	100 (total)

**Participation:** You must arrive on time, having completed the required reading for each class. Everyone is both expected and required to participate in class discussions. The participation grade will reflect the quality and quantity of your in-class participation.

**Quizzes:** Five quizzes worth two points each will be given at the beginning of class, on material that you have read for that session.

**Papers:** Students will complete two writing assignments for this class. You will receive handouts with detailed instructions and choices of topics. Papers should be written in 12-point Times New Roman font, double spaced, with citations in Turabian or Chicago style. (We will discuss style, format, and grading in class. If you have any questions, please raise them with me in class, by email, or during my office hours BEFORE THE ASSIGNMENTS ARE DUE.)

**PAPER 1:** 3 - 4 page analytical paper that puts several primary source documents in dialogue with class readings, lectures, and discussions.

**PAPER 2:** You will read *The Dragon's Village: An Autobiographical Novel of Revolutionary China*, which examines one woman's personal experience of the national upheaval of the mid-20<sup>th</sup> century in the context of family politics and personal ideology. Choosing one of the topics that I will give you later in the semester, you will write a 5 – 7 page paper that analyzes the individual's connections to broader themes and trends (such as gender, ideology, imperialism, and economic transformation) in East Asian history.

**Exams:** Both the midterm and final exam will be cumulative. They will contain three parts: short, medium, and long essays. The short essays will ask you to discuss the historical significance of figures, institutions, and events. Medium-length essays require you to analyze an image or excerpt of a primary source, in conversation with what you have learned from reading, lecture, and class discussion. For the long essays, you will discuss one or more of the major themes of this course and its historical trajectories, analyzing its comparative manifestations in various territories and time periods. I do not give out review sheets. Part of your mission as a college student is to develop strategies for note-taking and assimilating information. We will, however, discuss the mechanics of each exam in class, and I would encourage you to visit during my office hours if you have questions about the format or content.

Your grades for written assignments will be based on your submitted written work. They are not negotiable. You will not receive extra points for effort. However, if you find yourself struggling with reading, taking notes, or writing, please see me as soon as possible. I can direct you to

resources that Rutgers has in place to help students, and we can work together on improving matters.

## **COURSE READINGS**

Weekly reading assignments will usually include two or three components: a selection from the textbook (“*East Asia*”), a few short primary sources (“Documents”), and/or brief scholarly articles. The documents will be available on Blackboard, noted as [B] under each date’s reading. You will also read significant portions of an autobiographical novel (“The Dragon’s Village”), which we will discuss in class, and which you will use to compose your second writing assignment. ALL READINGS LISTED ON THE SYLLABUS ARE REQUIRED.

Both the textbook and novel will be available on library reserve and at the Campus Bookstore. You may also choose to buy or rent them from other sources, such as Amazon.com.

### **Required texts:**

Patricia Ebrey and Anne Walthall, *East Asia: A Cultural, Social, and Political History, Volume II: From 1600*. Third Edition. Boston: Wadsworth Cengage Learning, 2013. ISBN-10: 1133606490, ISBN-13: 978-1133606499.

Yuan-Tsung Chen, *The Dragon's Village: An Autobiographical Novel of Revolutionary China*. New York: Penguin Books, 1981. ISBN-10: 0140058117, ISBN-13: 978-0140058116.

## **RULES AND EXPECTATIONS**

### **Attendance**

Attendance is mandatory. According to the Rutgers-Newark undergraduate catalog ([http://catalogs.rutgers.edu/generated/nwk-ug\\_current/pg576.html](http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html)) students may be excused from class due to “illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.” If you intend to claim excused religious or extracurricular absences, you must inform me at the beginning of the semester. I will take attendance for every class, and deduct half of a point (0.5) from your participation grade for each unexcused absence. Six unexcused absences will result in an automatic failing grade. Students who miss eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course to avoid a failing grade. If you must miss class due to an emergency, please try to contact me in advance.

### **Classroom Etiquette**

This class is both interactive and collaborative. In the interest of working productively as a community, we must all behave respectfully toward one another. Behavior that disrupts other students’ ability to learn is prohibited. This includes holding private conversations during lecture and discussion, using cell phones or computers *for any reason* (except with my explicit permission), working on material for other courses, and intimidating other students from participating in class. Likewise, arriving late and leaving early are distracting to your peers, and will impede your own learning opportunities. Disrupting the class will have a negative effect on your participation grade; frequent disrupters will receive a zero (0) for participation.

## **Assignments**

Except in cases of emergency, and with my prior permission, I will not accept late assignments. You will have ample time to complete each assignment, with plenty of advance notice for deadlines. If you know that you will be busy at a certain point in the semester, you should work on your assignments earlier; you may hand them in before their due date. You may not make up missed quizzes, so please arrive on time and prepared for class. I will, however, drop the lowest quiz grade, so missing one will not adversely affect your grade.

## **Disabilities**

Students with disabilities (including learning disabilities) should speak with Disability Services at the beginning of the semester to set up necessary accommodations.

## **Policy on Academic Integrity**

Work that you submit must be your own, and quotations from other authors must be cited appropriately. If you copy the work of others without giving them appropriate credit, or attempt to disguise the ideas of others as your own, you are plagiarizing. Rutgers University takes cheating and plagiarism very seriously, and penalties for such offenses may include failure of the course, disciplinary probation, or expulsion from the University.

All students must sign the Rutgers Honor Code pledge. Every assignment must bear your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.”

You may only use the texts assigned in this class to complete your assignments, quizzes, and exams. You may not use Wikipedia and other Internet sources, for reasons we will discuss in class. If you attempt to use such sources, and particularly if you pretend that the ideas contained in them are your own, you will not receive credit for the assignment.

## **SCHEDULE OF CLASSES**

### **Wednesday, Sept. 3: Welcome to Far Eastern History**

- Introduction to the course and the region

### **Monday, Sept. 8: Confucian Culture in Early Modern East Asia**

#### Readings

- Documents: “Confucian Teachings” and Francesca Bray, “The Ancestral Altar” and “Women’s Quarters” [B]

### **Wednesday, Sept. 10: Ming China (Internal Workings and Society)**

- East Asia, Chapter 15, p. 254
- Documents: “A Censor Accuses a Eunuch” and “Widows Loyal Until Death” [B]

**Monday, Sept. 15: Ming to Qing transitions (Connections with the World)**

- Excerpt, Timothy Brook, *Vermeer's Hat* (B)

**Wednesday, Sept. 17: Rise of the Manchus**

- East Asia, Chapter 16, pp. 270-283
- Documents: “Horrid Beyond Description: The Massacre of Yangzhou” and Mark C. Elliott, “The Eight Banners and the Origins of the Manchus,” pp. 39-42, in *The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China*. Stanford University Press, 2001. [B]

**Monday, Sept. 22: The Qing Empire**

- Documents: Fang Bao, “Random Notes from Prison (East Asia, 278), Excerpt from *Dream of the Red Chamber* [B], “Village lectures and the sacred Edict” [B]

**Wednesday, Sept. 24: Joseon Korea I: Kingship, Aristocracy, and Politics**

- *East Asia*, Chapter 15, pp. 247-261
- Document: “Etiquette and Household Management” [B]

We will also discuss expectations for Paper 1. I will hand out guidelines for writing.

**Monday, Sept. 29: Joseon Korea II: Gender, Family, and Society**

- *East Asia*, 261-264
- Document: Martina Deuchler, “Propagating Female Virtues in Choson Korea” in *Women and Confucian Cultures in Premodern China, Korea, and Japan*, ed. Dorothy Ko, JaHyun Haboush and Joan R. Piggott (Berkeley: University of California Press, 2003), 142-169. [B]

**Wednesday, Oct. 1: Tokugawa Unification**

- *East Asia*, Chapter 17, 288-294
- Document: “Hagakure and the Way of the Samurai” [B]

**Monday, Oct. 6: Edo Japan**

- *East Asia*, Chapter 17, 296-304
- Documents: “Closing of the Country” and Sugita Genpaku, “Dutch Anatomy Lesson in Japan” [B]

**Wednesday, Oct. 8: Western Imperialism and the Opium Wars**

\*\*\*PAPER 1 DUE AT BEGINNING OF CLASS

- *East Asia*, Chapter 18, 305-321

- Documents: Lin Zexu's Letter to Queen Victoria, 1839 and "Placards Posted in Guangzhou [B]; Multi-media presentation: MIT's *Visualizing Cultures* site on the Opium War [link on B]

### **Monday, Oct. 13: Unequal Treaties and Responses**

- *East Asia*, Chapter 18, 322-330; Chapter 19, 338-339
- Documents: Excerpts from the Treaty of Nanjing (1842) and "Moderate Reform and the Self-Strengthening Movement [B]

### **Wednesday, Oct. 15: Modernization: The Rise of Meiji Japan and the End of Joseon Korea**

- *East Asia*, Chapters 20, 347-358, and Chapter 21, 369-376
- Documents: "The Charter Oath and Constitution of 1868" and Fukuzawa Yukichi, "Japanese Enlightenment and Saying Goodbye to Asia" [B]

### **Monday, Oct. 20: Midterm Review (Mandatory)**

### **Wednesday, Oct. 22: MIDTERM EXAMINATION (IN CLASS)**

### **Monday, Oct. 27: Japanese Imperialism**

- *East Asia*, East Asia, Chapter 22, 382-394, and Chapter 23, 403-410
- Images: Cartoons – The Greater East-Asia Co-Prosperity Sphere and the New Woman in Korea [B]

### **Wednesday, Oct. 29: Revolution and Nationalism in China**

- *East Asia*, Chapter 24, 415-424
- Documents: "The Twenty-One Demands" and Liang Qichao, "Observations on a Trip to America" [B]
- Begin reading *The Dragon's Village* for Paper 2 (I will hand out questions for thinking about the book)

### **Monday, Nov. 3: The Second World War in the Pacific**

- *East Asia*, Chapter 26, 456-460
- Documents: "The Nanking Massacre," Hiroshima Survivor's Accounts, Japanese Surrender Documents [B]
- Continue reading *The Dragon's Village*

### **Wednesday, Nov. 5: Post-War Issues and Occupied Japan**

- *East Asia*, Chapter 26, 461-470
- Excerpt of Mark McLelland, *Love, Sex, and Democracy in Japan during the American Occupation* (New York: Palgrave Macmillan, 2012) [B]

### **Monday, Nov. 10: Civil War and Communism in China**

- *East Asia*, Chapter 25, 439-452
- Documents: Soong Mei-ling (Madame Chiang Kai-shek), “China Emergent,” 1942 [B] and Mao Zedong, “The Great Union of the Popular Masses,” 1919 (link on B)
- Continue reading *The Dragon’s Village*

### **Wednesday, Nov. 12: Mao and the Cultural Revolution in China**

- *East Asia*, Chapter 27, 473-487
- Document: “Red Guards” [B]
- Images: “Long Live the Great Unity of All Nationalities,” 1960 [B]
- Propaganda posters from [chinese posters.net](http://chinese posters.net) (choose several that interest you)
- Continue reading *The Dragon’s Village*

### **Monday, Nov. 17: Imperialism Revisited: The Korean War**

- *East Asia*, Chapter 28, 490-494

### **Wednesday, Nov. 19: South Korea: Dictatorship to Democracy**

- *East Asia*, Chapter 28, 494-506
- Document: “Declaration of the Seoul National University Students Association, April 1960” [B]

### **Monday, Nov. 24: North Korea**

- Document: “Kim Ilsong [Kim Il Sung] and Chuch’e Thought in North Korea” [B]
- In class: watch and discuss documentary film *A State of Mind* (2004)

### **Wednesday, Nov. 26: No class (Friday designation; Thanksgiving)**

\*\*\*REMINDER: PAPER 2 IS DUE IMMEDIATELY AFTER THANKSGIVING BREAK

### **Monday, Dec. 1: Chinese Reforms (New trajectories, the Tiananmen protests, and the politics of reunification)**

\*\*\*PAPER 2 DUE AT THE BEGINNING OF CLASS

- *East Asia*, Chapter 30, 524-530
- Document: Zhao Ziyang, “Advance Along the Road of Socialism with Chinese Characteristics” [B]
- Video: Hong Kong Reunification Ceremony, 1997 [link on B]

### **Wednesday, Dec. 3: China Rising and the Asian Century**

- *East Asia*, Chapter 30, 531-540
- Leslie T. Chang, Chapter 1, “Going Out,” from *Factory Girls: From Village to City in a Changing China* (New York: Spiegel and Grau, 2009), 3-16. [B]
- In class video: Excerpt of Opening Ceremonies, Beijing Olympics, 2008

### **Monday, Dec. 8: Culture, Commodities, and Power**

- *East Asia*, Chapter 29, 510-520
- Theodore C. Bestor, “Japan’s Gross National Cool.” *Foreign Policy* 130 (2002), 44-54 [B]
- Excerpt from Hyun-key Kim Hogarth, “The Korean Wave: An Asian Reaction to Western-Dominated Globalization.” *Perspectives on Global Development & Technology* 12 (2013), 135-151. [B]
- Janice Brown, “Re-framing "Kawaii": Interrogating Global Anxieties Surrounding the Aesthetic of 'Cute' in Japanese Art and Consumer Products,” *International Journal of the Image* (2011, Vol. 1 Issue 2), p1-10. [B]

### **Wednesday, Dec. 10: Contemporary Issues**

- Document: “The East is Grey: China is the world’s worst polluter but largest investor in green energy. Its rise will have as big an impact on the environment as on the world economy or politics,” *The Economist*, August 10, 2013 [B]
- Document: Ben Blanchard, “China’s War on Terror widens Xinjiang’s Ethnic Divide,” reuters.com, Sep. 8, 2011 [link from B]

### **Friday, Dec. 12: Extra office hours and optional review session**

### **Tuesday, Dec. 16, 3-6 pm: FINAL EXAM (tentative)**