History of East Asia II
21:510:298
Summer Session II, July 11–August 17, 2022
Asynchronous Course (Canvas)

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Office Hours: By appointment through Zoom. Appointments need to be requested and confirmed through email at least 12 hours before a proposed meeting time.

Course Description
This course is a survey of East Asian history (China, Japan, and Korea) from the middle 18th century to the present. While our approach will be chronological, we will also examine thematic issues that include political institutions and ideology, intellectual thought, education, gender, family, everyday life, and popular culture. We will also look at the political, economic, cultural, and other historical developments that have defined regional and global interactions within East Asia during this period and in the present. Students will gain the factual knowledge necessary to understand contemporary East Asia within its recent and long-term historical contexts and will apply their knowledge to analyze a range of historical documents.

Course Learning Goals
1. This course meets Rutgers Newark Core Code: History & Literature, History (HL:Hi).
2. Develop a critical understanding of the events, ideas, and historical figures that have shaped the course of modern East Asian history. We will approach this history comparatively by exploring the histories of China, Japan, and Korea in dialogue with each other and over time.
3. Understand modern East Asian history in global context.
4. Read and analyze primary and secondary sources critically. Learn how to use them as evidence to make historical arguments.
5. Write essays that persuasively present an analytical and historical argument using primary and secondary source materials.

Course Assignments and Grading

1. Syllabus Annotation and Remote Learning Survey (together 10%): At the beginning of this class, you are expected to read the syllabus carefully and take a short remote learning survey, which is available on Canvas in the Welcome module. We will use Hypothesis (a terrific new social annotation tool) through Canvas to annotate our syllabus. When reading the syllabus, you need to understand how this synchronous class works, what course policies are, and what you need to accomplish each week. If you have questions about the syllabus or class in general, please write your questions in your annotations. These two tasks must be completed by Sunday, July 17, 2022 at 11:59pm ET (note: all times given are Eastern Time).

2. Annotations and Canvas Discussion (together 50%): Throughout this course, you are expected to complete Hypothesis annotations and/or Canvas discussion weekly. The annotations and discussions are designed to ensure that you are studying the course materials according to the schedule and you are taking notes when studying. These assignments also create opportunities for you to interact with your fellow classmates on certain course materials. All annotations and Canvas discussions are due by Sunday of that week at 11:59pm ET.

3. Papers (together 40%): This course has two take-home essays (about 800–1,000 words each in length, which is about 3–4 pages in double space, 1-inch margins, and 12 point font). For each essay, you will be asked to present your argument to the questions based on a close reading and analysis of assigned primary and secondary sources. You will receive a handout for each essay which includes the questions and instructions. We will discuss essay writing in class and how I will grade your essays.

Grading scale: This is the scale that I will use to determine your semester grade at the end of the semester:

90 – 100 %  A
87 – 89%    B+
80 – 86%    B
77 – 79%    C+
70 – 76%    C
60 – 69%    D
59% or less  F

Course Readings

Reading assignments will include secondary sources (e.g. scholarly articles, book chapters) and primary sources (e.g. historical documents, memoirs, propaganda posters, political cartoons,
Draft Syllabus Subject to Changes

etc.). All required readings will be available on Canvas. There is no required textbook for this course.

Course Policies

1. Complete the weekly readings and all types of assignments on time. Keep up with the weekly modules to the best of your ability. Participate actively, thoughtfully, and respectfully in asynchronous discussions as well as other class activities.

2. Lateness penalty. For papers, one letter grade (10 points) will be taken off when papers are one week later than the original due date, for example, from A to B. Late penalty for “Weekly Worksheets and Annotations” is harsher, as one letter grade (10 points) will be taken off when they are submitted one day later than the original due date. The only exceptions will be for documented illness or exceptional personal/family problems and recognized religious holidays. Extensions must be authorized in advance of the due date.

3. Students must not post any screenshots, photos, or videos of the class on social media without getting written permission from everyone in the class. Students must not share links and codes for online class meetings on social media or with others who are not enrolled without written permission from the instructor.

4. Academic integrity. All written work should be composed in the student’s own words, and the ideas of others should be properly cited. Plagiarism is taking someone else’s words, ideas or argument without acknowledging them appropriately. If you use the exact words taken from a source, they must be put in quotation marks and a reference; if you paraphrase, give the source a reference. If you have any questions about quoting, paraphrasing, or referring to the work of others, please ask me. It is better to be safe than sorry—better to have too many citations than too few and thus run the risk of unintentional plagiarism. Any and all violations of academic integrity in this course will result in the formal consequences and disciplinary action that are outlined in the Rutgers policies on academic integrity. I have a zero-tolerance policy for academic dishonesty and refer all violations directly to the Office of Academic Services. Students who plagiarize assignments or otherwise violate academic integrity will receive serious penalties, ranging from a failing grade in the class to suspension. Academic dishonesty in this class will not be tolerated. This includes plagiarism, cheating, and any other behavior described in the Rutgers University Academic Integrity Policy. For this reason, it is absolutely crucial that you familiarize yourself with this policy, which describes the actions that will be counted as violations of academic integrity: http://academicintegrity.rutgers.edu/

You must include the following Rutgers Honor Code Pledge statement on every assignment that you turn in: “On my honor, I have neither received nor given any unauthorized assistance on this assignment. (Name) (Signature – typing your name is fine) (Date)”.

Accommodations and Support

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:
1. For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

2. For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

3. For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

4. For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

5. For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu.

6. For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

7. For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

8. For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might
impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

9. For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

10. For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

11. OIT-Newark Help Desk: https://mytech.newark.rutgers.edu/techsupport
Link to RU-N “Technology LaunchPad”: https://mytech.newark.rutgers.edu/tlp

Schedule and Reading Assignments

Notes:
1. Every reading and assignment listed on this schedule is available through Canvas, under the modules for that week. Each module will instruct you what you need to study, how to do the readings, and what weekly assignments you need to complete before due dates.

2. The instructor reserves the right to modify the schedule (e.g., shortening or eliminating assignments) as warranted by the ongoing public health emergency or other unforeseen events.

3. If this course was taught in traditional classroom during a condensed summer session, you would have been expected to spend eight hours each week in the classroom and at least another two to three hours to do readings outside of the classroom each week, in addition to the time that you need to write the two paper assignments. You should still expect to spend similar amount of time each week for the asynchronous course, although you will study at your own pace during each week.

Week 1 (July 11-17) The Decline of the Qing Empire, Western Imperialism, and the Rise of Japan

Module 1.1 The Opium Wars and the Aftermath

- Watch: prerecorded lectures
- Read:
Module 1.2 The Opening of Japan, the Meiji Restoration, and Japanese Imperialism

- Watch: prerecorded lectures
- Read:
  ⇒ [Primary Source] Fukuzawa Yukichi, “On Saying Goodbye to Asia” (1885)
  ⇒ [Primary Source] Konoe Atsumaro, “An Alliance of the Same Race and the Necessity of Studying the Chinese Question” (1898)

Prompt for Paper #1 about imperialism and its impact on East Asia will be provided during Week 1.

[Syllabus annotation, remote learning survey, annotations and discussions for Modules 1.1 and 1.2—all due Sunday, 07/17/2022 at 11:59pm ET]

Week 2 (July 18-24) Imperialism, Reforms, and Nationalism

Module 2.1 Imperialism, Wars, and Reforms in the Early 20th Century

- Watch: prerecorded lectures
- Read:
  ⇒ “Throwing Off Asia II: Woodblock Prints of the Sino-Japanese War (1894-1895),” by John W. Dower. Read the “Prints and Propaganda” section and skip through the rest sections from menu bar at top of page. Pay attention to how historian John Dower analyzes visual materials in their historical contexts.
  ⇒ [Primary Source] Pierre Loti: “When the Allies Entered Peking” (1900)
  ⇒ [Primary Source] Ōkuma Shigenobu, excerpts from “Illusions of the White Race” (1931)

Module 2.2 New Culture and Nationalism in China and Korea

- Watch: prerecorded lectures
- Read:
⇒ [Primary Source] Hu Shi, excerpts from “Our Attitude Toward Modern Western Civilization” (1926)
⇒ [Primary Source] “Declaration of Independence” (March 1, 1919)
⇒ [Primary Source] “Manifesto of the Korean Communist Party in Shanghai” (1921)
⇒ [Primary Source] Oral histories of Colonial Korea (1917, 1923)

[Annotations and discussions for Modules 2.1 and 2.2—due Sunday, 07/24/2022, at 11:59pm ET]

Week 3 (July 25-31) The Asia-Pacific War(s)
[Paper #1 Due on Thursday, 07/28/2022, at 11:59pm ET]
Module 3.1 The Asia-Pacific War(s): Course and Consequences
• Watch: prerecorded lectures; documentary “WW II: China's Forgotten War”, Parts 1 and 2
• Read:
⇒ [Primary Source] “Japanese Ambassador Hiroshi Saito on the Conflict in the Far East” (1937)
⇒ [Primary Source] “Generalissimo Chiang Assails Prince Konoe's Statement” (1938)

Module 3.2 The Asia-Pacific War(s): Legacies and Memories
• Watch: “Hiroshima-Nagasaki Atomic Bomb Exhibit - American Artifacts Preview”; “Hiroshima atomic bomb: Survivor recalls horrors”
• Read:
⇒ [Primary Source] Oral histories of “Comfort Women”
⇒ Chan Yang, World War II Legacies: China Remembers the War (Routledge, 2018), 1-12.

[Annotations and discussions for Modules 3.1 and 3.2—due Sunday, 07/31/2022, at 11:59pm ET]

Prompt for Paper #2 about changes in post-WWII East Asia will be provided during Week 3.
Week 4 (August 1-7) Post-1945 East Asia (I)
Module 4.1 Communist Revolution and Civil War in China & Maoist China
- Read:
  ⇒ [Primary Source] Comic Book “Li Fengjin: How the New Marriage Law helped Chinese Women Stand Up” (1950)
  ⇒ Clayton D. Brown, “China’s Great Leap Forward,” in *Education about Asia*, 17 (3): 29-34.
  ⇒ [Primary Source] Chinese propaganda posters on the Cultural Revolution

Module 4.2 the Division of Korea and the Korean War; Postwar Japan
- Watch: prerecorded lectures;
- Read:
  ⇒ Samuel F. Wells Jr., Roberts S. Litwak, Donggil Kim, and Youngjun Kim, “Korean War: Myths and Misconceptions,” Wilson Quarterly (Summer 2020)
  ⇒ Gregg Brazinsky, Chen Jian, Sheila Miyoshi Jager, Jikul Kim, and Michael Devine, “Korean War: Open Questions” Wilson Quarterly (Summer 2020)
  ⇒ [Primary Source] Article 9 of the Japanese Constitution, 1947

[Annotations and discussions for Modules 4.1 and 4.2—due Sunday, 08/07/2022, at 11:59pm ET]

Week 5 (August 8-14); Post-1945 East Asia (II)
Module 5.1 Post-Mao China:
- Watch: prerecorded lectures;
- Read:
  ⇒ [Primary Source] Deng Xiaoping, “Uphold the Four Basic Principles” (Speech, March 30, 1979)
  ⇒ [Primary Source] Tables and Figures and Developments

**Module 5.2 Two Koreas**

- Watch: prerecorded lectures;
- Read:
  ⇒ [Primary Source] Pak Chŏng'hui, “Selections from To Build a Nation” (1971)

[Annotations and discussions for Modules 5.1 and 5.2—due Sunday, 08/14/2022, at 11:59pm ET]

**Week 6 (August 15-17) Final Week**

[Paper #2 Due on Wednesday, 08/17/2022 at 11:59pm ET]