

# **History 1324: Modern East Asia**

**Professor Gina Anne Tam**  
**T/Th 2:10-3:25**

Office Hours: T/Th 8:30-9:30 and 1-2; W 2:30-3:30, or by appointment  
Chapman Hall, 220H

The purpose of this course is to explore how China, Japan, and Korea transformed from powerful civilizations into modern nations through increasing regional and global interactions. This class introduces the political, cultural, and economic structures of the three major civilizations, after which we will study how these civilizations struggled to preserve or regain their independence and establish their own national identities in a rapidly changing modern world. Throughout the course, we will focus both upon the distinctive identities of each of these nations as well as their regional interactions, taking note of how these interactions gave the region a coherent shape.

This class is also designed to equip students to consider how the study of history deepens our understanding and critical engagement with the world around us. In our readings, we will examine both primary and secondary sources—the former to practice developing reasoned historical arguments through evidence, and the latter to understand, synthesize, and critically analyze the arguments that others have made. Through classroom discussions and short response papers, we will develop our own perspectives on historical through practice in oral and written articulation.

## **Learning Outcomes:**

- 1.) Analyze major historical events and processes that have given East Asia its unique cultural character or affected their relations with other regions and peoples of the world.
- 2.) Identify and articulate the perspectives and values of diverse peoples, groups, institutions, and cultures of the countries of East Asia.
- 3.) Gather and evaluate information from scholarly sources and primary documents concerning the perspectives and values of the peoples of East Asia
- 4.) Discuss the significance of ideas, texts, performances, or cultural artifacts within an historical framework.
- 5.) Apply the interpretive or analytical methods that characterize the study of history.

## **Required Texts:**

Rae Yang, *Spider Eaters* (2013)  
Richard Kim, *Lost Names* (2011)

## **Recommended Texts:**

Patricia Ebrey and Anne Walthall, *Modern East Asia: From 1600 (Third Edition)* (2014)

## **Grading**

*Attendance and Participation (25%):* Success in this class requires that you attend class regularly, and come prepared to actively participate in class discussions. Attendance will be taken, and missed classes will negatively affect your grade.

*Map and leader quiz* (2%): Active participation and learning in this class requires a basic familiarity with the region's geography and political leaders. There will be a short map quiz during week two. Study guides are on T-learn.

*Two primary source analyses* (12% each, 24% total): In two (2-3 pages), students will do a close reading of a primary source, due February 9 and February 22, respectively. For the first paper, please choose *one of the two readings* assigned for that day to analyze. For the second paper, students will *choose their own primary source to analyze*. More instructions on these papers will be discussed in class. *I will not accept late papers for this assignment.*

*Two secondary source reviews* (12%, 24% total) For these 3-4 page papers, students will review an article written by a scholar about one of the themes we have studied in class. You will summarize the key arguments, the sources the author consults, and then offer a critical review of his historiographical argument. The first will be on one of six articles that I have collected, listed below, and will be due March 8. More instructions on these papers will be discussed in class. For the fourth paper, due April 12, students will find their own secondary source—either an article or a monograph. *Extensions will be granted for these papers only at my discretion, and only if you ask 24 hours ahead of time. If you come to class and tell me on the due date that you would like an extension, I will not grant it.*

*Final exam* (25%): This exam will consist of three sections. The first section will require students to identify people, places, and events covered in the class. The second section will ask students to analyze and explain the significance of key primary sources. The final section will consist of a long, thematic essay.

#### **Policies:**

*Attendance:* You are expected to attend every class unless you must miss it for illness or another emergency. Absences or consistent lateness will negatively affect your grade. *Missing or being late for six classes will result in a zero for your attendance grade. Missing or being late for seven or more class will result in an automatic fail for the course.*

*Paper submission instructions:* Papers are due by the time class starts on T-learn. I do not accept late papers for the primary source analyses. For the secondary source analyses, I will only grant extensions in exceptional circumstances, and you must ask me 24 hours before hand. No late papers will be accepted if permission is not granted. **No exceptions.**

*Technology inside and outside the classroom:* Cell phones must be switched off and remain off for the duration of each class. Laptops are permitted for class activities only. Taking notes and accessing readings are appropriate uses; social media, email, entertainment, or googling topics you find interesting are not. Inappropriate use of technology will result in being asked to leave class.

If you have any questions, you may email me at [gtam@trinity.edu](mailto:gtam@trinity.edu). Give me 24 hours to respond.

#### *Honor code:*

All students are covered by a policy that prohibits dishonesty in academic work. Under the Honor Code, a faculty member will (or a student may) report an alleged violation to the Academic Honor Council. It is the task of the Council to investigate, adjudicate, and assign a punishment within certain guidelines if a violation has been verified. **Students who are under the Honor Code are required to pledge all written work that is submitted for a grade: "On**

my honor, I have neither given nor received any unauthorized assistance on this work" and their signature. The pledge may be abbreviated 'pledged' with a signature.

*Students with disabilities:*

If you have a documented disability and will need accommodations in this class, please speak with me privately early in the semester. All discussions will remain confidential. In order to receive accommodations, you must be registered with Disability Services for Students. If you are not already registered with DSS, please contact their office at 999-7411 or [dss@trinity.edu](mailto:dss@trinity.edu).

## Weekly Schedule

### WEEK 1

- January 11: Introduction to the course

### Unit 1: The Civilizations of “Traditional” East Asia

### WEEK 2

- January 16: China under the Qing
- January 18: Choson Korea
  - Recommended: Ebrey and Walthall: 247-287
- NOTE: Map quiz

### WEEK 3

- January 23: Japan in the age of the samurai
  - Recommended: Ebrey and Walthall: 333-346
- January 25: The West in East Asia
  - Recommended: Ebrey and Walthall: 306-314

### Unit 3: Empire, Nation, War

### WEEK 4

- January 30: Discussion/how to read a primary source
  - George Macartney, “Audience with Ch’ien-lung” and “Ch’ien-lung’s Response” in *The Search for Modern China: Source Reader* (T-Learn)
- February 2: Meiji Japan
  - Recommended: Ebrey and Walthall: 347-362

### WEEK 5:

- February 6: The Fall of the Qing
  - Recommended: Ebrey and Walthall, 314-332
- February 8: Discussion
  - *Kaigai Shinwa Shūi* [1-12, 29-32, 50-53, 75-77]
    - For reference, see also  
[https://ocw.mit.edu/ans7870/21f/21f.027/opium\\_wars\\_japan/oje\\_essay01.html](https://ocw.mit.edu/ans7870/21f/21f.027/opium_wars_japan/oje_essay01.html)
  - *Cause of riots in the Yangtze River Valley*  
[https://ocw.mit.edu/ans7870/21f/21f.027/cause\\_of\\_the\\_riots/cr\\_book\\_01.html](https://ocw.mit.edu/ans7870/21f/21f.027/cause_of_the_riots/cr_book_01.html)
    - For reference, see also  
[https://ocw.mit.edu/ans7870/21f/21f.027/cause\\_of\\_the\\_riots/cr\\_intro.htm](https://ocw.mit.edu/ans7870/21f/21f.027/cause_of_the_riots/cr_intro.htm)

- **NOTE: Primary source paper 1 due** (Please write on either the Cause of Riots or the Kaigai Shinwa Shui. For both, you are responsible for understanding who wrote the source and how it impacted history. For reference, see the online essays, which are *secondary analysis* to help you with your paper).

#### **WEEK 6:**

- **February 13: Nationalism and Communism in China**
  - *Recommended:* Ebrey and Walthall, 419-429, 439-448
- **February 15: Discussion**
  - Lu Xun, *Diary of a Madman* (1921) (T-Learn)
  - Wang Zheng, *Women in the Chinese Enlightenment*, (1999) [145-186] (T-Learn)
  - *Recommended:* Ebrey and Walthall: 415-430, 439-446

#### **WEEK 7:**

- **February 20: Imperial Japan**
  - *Recommended:* Ebrey and Walthall, 382-399
- **February 22: Reform and imperialism in Korea**
  - *Recommended:* Ebrey and Walthall, 363-380
- **NOTE: Primary source paper 2 due**

#### **WEEK 8:**

- **February 27: Korea under Japanese Rule**
  - *Recommended:* Ebrey and Walthall: 400-414
- **March 1: Discussion**
  - Jun Uchida, "A Sentimental Journey: Mapping the Interior Frontier of Japanese Settlers in Colonial Korea," *The Journal of Asian Studies* (2011) (T-Learn)
  - "The Manual of Home Cuisine" (T-Learn)

#### **WEEK 9:**

- **March 6: War in the Pacific**
  - *Recommended:* Ebrey and Walthall: 430-438, 449-454
- **March 8: Discussion**
  - Richard Kim, *Lost Names*
  - Haruko Taya Cook and Theodore F. Cook, ed., *Japan at War: An Oral History* (1992) [selections] (T-Learn)
- **NOTE: Secondary source paper 1 due**

#### **WEEK 10:**

- **March 20: Review**
- **March 22: Post-war East Asia**
  - *Recommended:* Ebrey and Walthall, 461-465

## **Unit 4: Reconstruction and Reinvention**

#### **WEEK 11:**

- **March 27: The Chinese civil war and the Korean War**
  - *Recommended:* Ebrey and Walthall: 451-452, 490-493

- **March 29: Maoist China**
  - *Recommended:* Ebrey and Walthall: 472-489

**WEEK 11:**

- **April 3: Discussion**
  - Spider eaters (entire)
- **April 5: North Korea**
  - *Recommended:* Ebrey and Walthall, 494-498

**WEEK 12:**

- **April 10: The Asian Economic Miracle**
  - *Recommended:* 465-471, 498-508, 510-518
- **April 12: China opens up**
  - *Recommended:* Ebrey and Walthall: 524-530
- **NOTE:** Final secondary source analysis due

**WEEK 13:**

- **April 17: Discussion**
  - Se-Hui Cho, *The Dwarf*
  - Movie: Gate of Heavenly Peace
  - Ebrey and Walthall: 498-502, 536-539
- **April 19: Democracy, globalization, and legacies**

## Unit 5: East Asia Today

**WEEK 14:**

- **April 25: Discussion/debate**
  - Documents on the textbook debate (T-Learn)
  - Chinese reactions to the 69<sup>th</sup> anniversary of Japan's WWII surrender (T-Learn)
  - *Recommended:* Ebrey and Walthall: 503-506, 518-521, 531-539
- **April 27: Final Exam review**

**Final exam: Tuesday May 8, 12:00 PM-3:00 PM, same classroom**

**Secondary sources:**

- Andre Schmid, "Narrating the Ethnic Nation," *Korea Between Empires 1895–1919* (2001).
- Emily Honig, "Maoist Mapping of Gender: Reassessing Red Guards" *Chinese Femininities, Chinese Masculinities: A Reader* (2002).
- Emma Teng, "Taiwan in the Chinese Imagination, 17th-19th Centuries," *The Asia Pacific Journal*, 2007
- Suzy Kim, "Revolutionary Mothers: Women in the North Korean Revolution, 1945–1950," *Comparative Studies in Society and History* (2010).
- Takeshi Fujitani, "Right to Kill, Right to Make Live: Koreans as Japanese and Japanese as Americans During WWII," *Representations* (2007).
- David Howell, "The Social Life Firearms in Tokugawa Japan," *Japan Studies* 29 (1): (2009).
- Ni Zhang, "Rewriting Jesus in Republican China: Religion, Literature, and Cultural Nationalism," *Journal of Religion* (2011).