

History 1571: The Making of Modern East Asia

Fall 2014

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Office hours: Wednesdays and
Fridays 1:00-2:00, and by
appointment.

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Course Description

This course examines Asia in the shaping of the modern world, from competing definitions of empires circa 1800 to the rise of the notion of the twenty-first as a "Pacific Century." It investigates the definition(s) of Asia as a world region, explores transnational interactions and emphasizes Asians as historical actors via written, visual and aural sources. Events are placed in the context of key historical paradigms, including varying definitions of modernity, the rise of the nation-state, the birth of mass politics, new mechanisms of war, the language of self-determination, changing views of gender, shifting types of media and consumption, etc. *M, WRIT*.

Course goals

- To introduce the major events that have shaped Asian societies during the past two centuries, and to place these events in the context of key historical paradigms and problems. For the period under consideration (roughly 1800 to the present), we focus on two important changes: the rise of the nation-state and its effect on politics, law and everyday life; and the emergence of new technologies and practices of production and consumption.
- To examine critically how Asia is defined as a world region, and to explore interactions within Asia and between Asia and other parts of the world.
- To teach the basic skills of critical analysis: how to evaluate and make use of different kinds of source material (including primary as well as secondary sources); how to sift factual information for levels of importance and discover systems of relationships; how to turn raw data into narratives and arguments that answer important questions; how to understand and employ different historical perspectives; and how to express ideas in concise, well-documented and persuasive writing.

Course requirements

Attendance and participation: 20% of your overall grade. Regular and punctual attendance, obviously, is critical to overall success in the class and to a good participation grade. The two take-home papers will ask you to draw on lectures as well as readings, so attendance and note-taking will be worth your while.

Discussion sections meet eleven times over the course of the semester. Attendance is mandatory, and more than one (unexcused) missed section will have a significant impact on your grade. Your participation grade will reflect your active and well-informed contributions in section, including thoughtful engagement with the readings and films. Towards those ends, you will be asked to submit a minimum of two short responses to the assigned section reading(s) during weeks 2-5, and a minimum of two more during weeks 7-12. Your responses can take the form of a written essay (500-750 words), an audio recording or iMovie, or a Keynote/Powerpoint self-playing presentation of no more than two minutes in length. Prompts will be provided. These assignments are due no later than 9:00 p.m. the evening prior to the section meeting. The assignments will not be given a letter grade, but you will receive written feedback from Prof. Smith. In weeks when you are not submitting a response to the readings, you are responsible for previewing at least one of your classmates' submissions, and coming to section with comments to share.

Two analytical essays: 50% of your overall grade

Two longer critical responses will be due by 9:00 p.m. on October 9 and December 4, respectively. Each will account for 25% of your final grade. The responses can take the form of a written essay (roughly 750-1000 words, exclusive of notes and bibliography), an audio recording or iMovie, or a Keynote/Powerpoint self-playing

presentation of no more than three minutes in length. Prompts will be provided, and will ask you to engage with materials covered in lecture and in the syllabus up to and including weeks six and thirteen, respectively.

Research project: 30% of your overall grade

Among the skills the course seeks to help you develop are those associated with working with and assessing both primary sources and secondary scholarship. Equally important, and another of the skills the course seeks to foster, is learning to use analytical frameworks and evidence in ways that will help answer the questions you care about the most. The articles, book chapters and other assigned readings in the course are designed to introduce you to a range of possible approaches to historical inquiry.

The research project is an opportunity for you to put these skills to use in investigating a topic that interests you, and to share the results of that investigation in one of many possible formats. You may choose to present your findings in the form of a 2000-2500 word paper (exclusive of notes and bibliography), a 3-5 minute iMovie, self-playing Keynote or Powerpoint presentation, or audio file (with notes, a bibliography, links to sources, and other commentary as appropriate). Your final submission will (normally) be shared with other members of the class via Canvas. You have the option of working collaboratively on this project, in teams of no more than three.

Although the final version of the project is not due until noon on Thursday, December 11, we will start discussing possible topics and project formats very early in the semester. We will also set deadlines for the completion of proposals, bibliographies, drafts, and the like.

Extra credit policy: The grading system is constructed to allow flexibility (multiple paper topics and opportunities for discussion) and reward improvement. We are happy to help students make full use of these choices, rather than create extra credit assignments.

Course expectations

All assignments and exercises are due as indicated on the syllabus. Please let your instructor know if you encounter any difficulties at all in the course, including any associated with deadlines. Unexcused delays will result in a half-grade penalty for each day the assignment is late. There will be no make ups or extensions for written assignments except for medical emergency, in which case you will need to produce a note from a doctor or other medical practitioner, or under circumstances so compelling that you can convince a Dean to intervene on your behalf.

The basic standard for this course is simple: all final work must be your own. You are welcome to discuss material with your classmates and prepare for discussion sections together. Your writing or other submissions, however, are to be your own work, where you must provide all words and paraphrases of words and ideas created by others with a proper citation, regardless of the original source (that is, printed material, course reading and web sources all deserve citation equally.) (This also applies to work done collaboratively.) When in doubt, please discuss any concerns or questions having to do with your academic work with Prof. Smith, or with any one of the many Deans available to you. The same advice applies when you're feeling overwhelmed by deadlines and perhaps most tempted to cut corners - talk to Prof. Smith or a Dean. The consequences of having to submit a paper late pale in comparison to those associated with academic dishonesty.

One of the quirks of this course is that you are asked not to make use of laptops or other electronic devices during lecture or discussion sections. Please plan on taking notes by hand, and on bringing hard copies of whatever you'd like to refer to during discussion sections. The point of this policy is to try to create the best possible learning environment for everyone in the course. We all think we're good at multitasking, that what we're doing is not distracting to ourselves or others, and that we're better note-takers when we type, but a growing body of research generally confirms that laptop use during class correlates with less effective learning outcomes. Prof. Smith will do his best to keep you engaged during class.

Finally, please know that Brown University is committed to full inclusion of all students. Please inform Prof. Smith if you have a disability or other condition that might require accommodations or modification of any of these course procedures. You may speak with Prof. Smith after class or during office hours. For more information contact Student and Employee Accessibility Services at 401-863-9588 or SEAS@brown.edu.

Required readings:

The following books have been ordered at the Brown Bookstore and are on reserve at the Rock:

Wm. Theodore de Bary, *Sources of East Asian Tradition*, vol. 2, *The Modern Period*. Columbia University Press, 2008.

Jonathan N. Lipman, Barbara A. Molony, and Michael A. Robinson, *Modern East Asia: An Integrated History*. Pearson, 2011.

Ye Weili and Ma Xiaodong, *Growing up in the People's Republic: Conversations between Two Daughters of the Chinese Revolution*. Palgrave Macmillan, 2005. (On reserve as an e-book.)

Canvas. The other readings for this class can be found via the course Canvas site (canvas.brown.edu), either as PDFs or links to external websites or other media.

Important: In addition to our course books, we will be using a number of websites, visual and audio documents and scanned articles. Please treat them all equally in your study habits (i.e., take notes from a website or a photo the same as you would from a book), as we will be taking them equally seriously in class and on papers. The textbook chapters can be read selectively as baseline information that will guide the course of the units in which they are assigned; maps, images and documents from these chapters, however, are essential material that should be studied. All other readings are due in the week in which they are listed in the syllabus, and will be discussed in detail during section meetings. Any changes to the syllabus will be announced in class and posted on the Canvas Calendar. We will work out section times and assignments in the second week of class.

Schedule of Class Meetings and Assignments, Fall 2014

<i>Weeks One and Two: Overviews</i>		
9.3	Introductions	<i>Modern East Asia</i> , pp. 11-27.
9.5	Languages	Martin W. Lewis and Kären E. Wigen, "The Architecture of Continents,"
9.8	Where, what and when is East Asia?	in <i>The Myth of Continents: A Critique of Metageography</i> (Berkeley: University of California Press, 1997), 21-46. (Canvas)
9.10	Studying East Asia, a history	Andre Gunder Frank, "Introduction to Real World History vs.
9.12	In-class discussion	Eurocentric Social Theory," in <i>ReORIENT: Global Economy in the Asian Age</i> (Berkeley: University of California Press, 1998), 1-50. (Canvas)
<i>Week Three Divergence</i>		
9.15	"Traditional" East Asia	<i>Modern East Asia</i> , pp. 28-101.
9.17	Divergences	<i>Sources of East Asian Tradition</i> , vol. 2, pp. 77-93; 331-339; 403-435.
9.19	Discussion sections	Kenneth Pomeranz, "Political Economy and Ecology on the Eve of Industrialization: Europe, China, and the Global Conjuncture." <i>American Historical Review</i> 107:2 (2002): 425-46. (Canvas)
<i>Week Four Opium</i>		
9.22	Trade and power	<i>Modern East Asia</i> , pp. 101-171.
9.24	Seclusion	<i>Sources of East Asian Tradition</i> , vol. 2, pp. 93-105.
9.26	Discussion sections	Peter Perdue, " The First Opium War ," MIT Visualizing Cultures. Please read all four essays: "Opium Trade", "Production and Consumption", "Hostilities," and "First Unequal Treaty." John Dower, " The Opium War in Japanese Eyes ," MIT Visualizing Cultures. Please read all four essays: "New Stories from Overseas", "The Eye of the Beholder," "Monsters, Heroines and High Officials," and "Lessons from the War Next Door." Timothy Brook and Bob Tadashi Wakabayashi, "Opium's History in China," in <i>Opium Regimes: China, Britain and Japan, 1839-1952</i> (University of California Press, 2000), pp. 1-27. (Canvas)
<i>Week Five Rebellions, Restorations and Revolutions</i>		
9.29	Late century crises	<i>Modern East Asia</i> , pp. 172-207.
10.1	Revolts and revolutions	<i>Sources of East Asian Tradition</i> , vol. 2, pp. 106-118; 331-370, 471-484;
10.3	Discussion sections	973-991.
<i>Week Six Nation Building</i>		
10.6	New economies	<i>Modern East Asia</i> , pp. 208-243.
10.8	The First Korean War	<i>Sources of East Asian Tradition</i> , vol. 2, pp. 485-491, 496-501, 508-509,
10.9	First analytical essay due, no later than 9:00 p.m.	512-514. Akira Iriye, "Power," in <i>China and Japan in the Global Setting</i> (Harvard University Press, 1992), pp. 3-38. (Canvas)
10.10	Discussion sections	John Dower, " Throwing Off Asia II: Woodblock Prints of the Sino-Japanese War (1894-1895) ," and " Throwing Off Asia III: Woodblock Prints of the Russo-Japanese War, 1904-1905 ." Please read all the essays for each of the five sections in both sites.

Week Seven			Civilizing Missions		
10.13	Fall Weekend, no meeting	Sources of East Asian Tradition, vol. 2, pp. 629-688, 992-1024. Susie Jie Young Kim, "What (Not) to Wear: Refashioning Civilization in Print Media in Turn-of-the-Century Korea, <i>positions</i> 15:3 (Winter 2007): 609-636. (Canvas)			
10.15	Identities				
10.17	Discussion sections				
Week Eight			Colonies and Empire		
10.20	Japan's colonial policies	Modern East Asia, pp. 244-279. Sources of East Asian Tradition, vol. 2, pp. 1025-1037. Bruce Cumings, "Japanese Colonialism in Korea: A Comparative Perspective," text of a lecture, October 1997 Asia/Pacific Research Center Stanford University, pp. 33-53. (Canvas) Excerpts from Hildi Kang, <i>Under the Black Umbrella : Voices From Colonial Korea, 1910-1945</i> (Cornell University Press, 2005). (Canvas)			
10.22	Korea under Japanese rule				
10.24	Discussion sections				
Week Nine			Negotiating the 20s and 30s		
10.27	Capital, Trade, Movements	Modern East Asia, pp. 280-317. Sources of East Asian Tradition, vol. 2, pp. 614-620, 702-708; 725-739. Akira Iriye, "Culture," in <i>China and Japan in the Global Setting</i> (Harvard University Press, 1992), pp. 41-88. (Canvas) Shelley Stephenson, "A Star by Any Other Name: The (After) Lives of Li Xianglan," <i>Quarterly Review of Film and Video</i> . 19 (2002): 1-13. Osama Fushimizu, dir., <i>China Nights</i> (Shina no yoru), 1940. (Streaming video)			
10.29	Imagining East Asia's Future				
10.31	Discussion sections				
Week Ten			Total War		
11.3	A Fifteen Year War	John Dower, "The Bombed: Hiroshimas and Nagasakis in Japanese Memory," <i>Diplomatic History</i> 19, no. 2 (1995): 275-95. (Canvas) Daqing Yang, The Malleable and the Contested: The Nanjing Massacre in Postwar China and Japan," in Takeshi Fujitani, Geoffrey M. White, and Lisa Yoneyama, eds., <i>Perilous Memories : The Asia-Pacific War(s)</i> (Duke University Press, 2001), pp. 50-86. (Canvas) Excerpts from Haruko and Theodore Cook, <i>Japan At War : An Oral History</i> (New Press, 1993). (Canvas)			
11.5	What did the war do?				
11.7	Discussion sections				
Week Eleven			Decolonization		
11.10	Occupations	Modern East Asia, pp. 318-355. Sources of East Asian Tradition, vol. 2, pp. 1044-1067. Charles K. Armstrong, "The Cultural Cold War in Korea, 1945-1950," <i>Journal of Asian. Studies</i> 62.1 (February 2003): 71-99. (Canvas) Tessa Morris-Suzuki, " Remembering the Unfinished Conflict: Museums and the Contested Memory of the Korean War , <i>Japan Focus</i> no. 3193. Kang Hong-sik, director, <i>My Home Village</i> , 1949. (Streaming video)			
11.12	The Koreas				
11.14	Discussion sections				

<i>Week Twelve The Cold War and the Cultural Revolution</i>		
11.17	China's trajectories	<i>Modern East Asia</i> , pp. 318-355.
11.19	Cold Wars	<i>Sources of East Asian Tradition</i> , vol. 2, pp. 730-761.
11.21	Discussion sections	Ye Weili and Ma Xiaodong, <i>Growing up in the People's Republic</i> , entire. Carma Hinton, Geremie R. Barmé, and Richard Gordon, directors, <i>Morning Sun</i> , 2005. (Streaming video)
<i>Week Thirteen Pacific Centuries</i>		
11.24	Growth and affluence	<i>Modern East Asia</i> , pp. 392-465.
12.1	Hello Kitty?	<i>Sources of East Asian Tradition</i> , vol. 2, pp. 762-773; 841-847; 1067-1080.
12.3	Disasters	Youghi Yang, director, <i>Dear Pyongyang</i> , 2005. (Streaming video)
12.4	Second analytical essay due, no later than 9:00 p.m.	Moon Jeong-hyeon, director, <i>Grandmother's Flowers</i> , 2009. (Streaming video)
12.5	What next?	(Readings and films subject to change depending on current events.)
12.11	Research project due, no later than 12:00 p.m.	