GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Liberal Arts and Sciences
Department/School: School of Historical, Philosophical and Religious Studies
Prefix: HST
Number: 303
Title: Studies in Asian History (China, Japan & East Asia in World History)
Units: 3

Course description:

Is this a cross-listed course? No
If yes, please identify course(s):

Is this a shared course? No
If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes
If yes, each topic requires an individual submission, separate from other topics.

Requested designation: Humanities, Arts and Design - HU
Mandatory Review: Yes
Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2020 Effective Date: October 10, 2019
For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:
Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
☑ Signed course proposal cover form
☑ Criteria checklist for General Studies designation being requested
☑ Course catalog description
☑ Sample syllabus for the course
☑ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Marissa Timmerman    E-mail: Marissa.R.Timmerman@asu.edu
Phone: 480-727-4029

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Richard Amesbury    Date: 10/23/2019
Chair/Director (Signature): 

Rev. 4/2019
Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

**HUMANITIES, ARTS AND DESIGN [HU]** courses must meet *either 1, 2 or 3 and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>1.</td>
<td>☒</td>
<td>☐</td>
<td>Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</td>
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<td>2.</td>
<td>☒</td>
<td>☐</td>
<td>Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</td>
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<tr>
<td>3.</td>
<td>☒</td>
<td>☐</td>
<td>Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</td>
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<td>4.</td>
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<td>In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</td>
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<tr>
<td>4a.</td>
<td>☒</td>
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<td>Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<tr>
<td>4b.</td>
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<td>Concerns aesthetic systems and values, especially in literature, arts, and design.</td>
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<td>4c.</td>
<td>☒</td>
<td>☐</td>
<td>Emphasizes aesthetic experience and creative process in literature, arts, and design.</td>
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<tr>
<td>4d.</td>
<td>☒</td>
<td>☐</td>
<td>Concerns the analysis of literature and the development of literary traditions.</td>
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**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:**

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tbody>
<tr>
<td>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</td>
<td>First, this course explores moral questions about violence, as exemplified by the wartime experience in East Asia. Second, this course investigates the conversation between Confucianism and Western religions. Third, this course also examines how the notion of democracy was received in different East Asian societies.</td>
<td>In Module 5 East Asia at War, students read documents and historical data to investigate the violent confrontations in wartime East Asia. In Module 3 Western Imperialism and Crisis in East Asia and Module 4 Reform, Rebellion, and Revolution, students analyze historical documents about how reformers and revolutionaries embraced Western civilization and ideology, and their attitudes towards traditional thoughts. Module 6 Cold War in East Asia focuses on the conflict between Confucianism and Marxism in China. This Module then analyzes how political dissenters practiced Western democracy in postwar Japan, Korea, and even China.</td>
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<td>2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</td>
<td>This course introduces the student to the shift from classical literature to vernacular literature from the late 19th century in China and Japan.</td>
<td>In Module 2 Traditional East Asia in Global Context, students read an 18th century primary writing. In Module 4 Reform, Rebellion, and Revolution, students read China's first vernacular novel. Students analyze the historical shift from classical literature to vernacular literature and its implication.</td>
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<tr>
<td>4a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</td>
<td>Reform and Revolution in East Asia involve examination of societal discussions about the essence of human rights, citizenship, and democracy.</td>
<td>In Module 4 Reform, Rebellion, and Revolution, students study how the concepts of citizenship and democracy were introduced to China and Japan. The May Fourth Movement of China and the Taisho Democracy of Japan promoted societal discussions and debates about democracy and human rights. Similar discussions also broke out in the 1980s in China. The final Module discusses how democracy was understood in China.</td>
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<td>4d. Concerns the analysis of literature and the development of literary traditions.</td>
<td>East Asian countries experienced a transition from classical writing to vernacular writing in the early 20th century.</td>
<td>In Module 2 Traditional East Asia in Global Context, students read an 18th century primary writing. In Module 4 Reform, Rebellion, and Revolution, students read China's first vernacular novel. Students analyze the historical shift from classical literature to vernacular literature and its implication.</td>
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History 303
China, Japan & East Asia in World History

Course Information

Course Number: HST 303
Credits: 3 Credit Hours
Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 30 hours
This is an online course. You can log into your course via MyASU (https://my.asu.edu), or you may go directly to Canvas (https://canvas.asu.edu.)

Instructor Contact
Dr. Lei Duan
Email: lei.duan@asu.edu
Office: 4589 Coor Hall
Office Hours: by appointment (Zoom or Skype)

Course Description and Overview:

This course is an introduction to modern China, Japan, and Korea from 1800 to the present. It has two major themes. First, this course offers an understanding of the changes and continuities that were embodied in political, social, cultural, and intellectual aspects in the making of today’s East Asia. Second, this course presents an integrated view of East Asia’s position in its global context. We will focus on both East Asia’s interactions with the Western powers, and the interconnectedness among China, Japan, and Korea. This course will be organized chronologically and thematically. It will examine major historical and social movements that shaped contemporary East Asia including: the rise and fall of the Qing dynasty; the decline of Chosen Korea; Japan’s Meiji transformation; East Asia-Western encounters; transformations of East Asian political system, culture, and social structure from the late 19th century; state building and its limitations in the early 20th century; East Asia’s World War II; the Chinese Communist Revolution; East Asia in the Cold War; and the dramatic transformation of today’s East Asia. This course will also investigate some conceptual themes including imperialism and colonialism, war and society, gender and feminism, and the dynamics of globalization. Besides the political and cultural transformations, attention will also be given to how these changes affected common people’s lives in a broad way.
Course Learning Outcomes:

The objectives of this course are fourfold. First, this course will equip students with the knowledge and skills needed to comprehend the historical transformation of China, Japan, and also Korea. It will make students well-prepared for their future in-depth study of the histories of the three countries. Second, through a systematic study of major issues and themes in modern East Asian history, student will be able to think critically and historically about how East Asian society operates today. Third, students will have an overview of the recent scholarship on the major conceptual themes. Finally, this course will also improve students’ writing, research, and critical thinking skills. Through reading primary sources, writing essay assignments, and class discussions, students will develop skills in historical analysis and critical writing.

Course Readings

The following book has been ordered and are also available at the ASU bookstore. You may also purchase the book from any online bookstore, such as Amazon or thriftbooks.com.


Other required and optional readings can be found in electronic format on Canvas under the “Files” tab.

Course Requirements

• **Discussion and Participation.** Students will engage in weekly discussion forums, exploring a prompt posed by professor. Discussion questions will be provided by instructor. The prompts will focus on weekly readings, lectures, and other course material. To get better credit, students will need to engage the prompt in an initial post and post a second time by replying to something posted by classmates. For each discussion prompt, you are expected to create at least one original post, and to respond to at least two threads of other students. (This is not required in Module 1). Respectful disagreement with other students is allowed; indeed, healthy debate is encouraged. However, disrespectful, inflammatory, judgmental, or rude language will not be tolerated. You must also use proper grammar and spelling. You do not have to adhere to a highly formal tone, but emojis, “text-lish” and other invented spellings are not allowed. The grading rubric for each discussion board will be found on Canvas.

  Posts should be substantive (i.e., thoughtful, developed, connected to the unit topic), include information from weekly readings and/or lectures, and at least eight-to-ten sentences long for each question. Students can engage any of the prompts, but should be sure to respond to a post concerning a different prompt by another student. The prompt is due on Sunday every week.

• **Two Assignments.** You are to complete two take-home exams. The take-home exams will test your knowledge of the course materials through short essay question and one long essay. Topics and questions to be answered will be posted on Canvas at least two weeks prior to the due date. The purpose of the long essay is to work on how to analyze a primary source critically and thoroughly. The take home exams should be written individually; you are not allowed to collaborate or consult each other, and you are not allowed to seek outside help. Please refer to the section on academic integrity for more on ASU policies.
• **Quiz.** Six multiple choice and/or matching quizzes on the course material will be held throughout the course, each quiz counting for 5% of the final grade for a total of 30%. The quizzes will be administered through Canvas and you will be able to respond to questions using your laptop.

• **Extra Credit.** Students can earn extra credit up to a maximum of 3% of the final grade by watching selected movies provided by professor, and submitting a brief reflective one-page report, each counting for 1%. Please consult with the professor in advance.

**Important Dates and Grade Breakdown:**

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<tr>
<th>Category</th>
<th>Weight</th>
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<tr>
<td>In-class Quizzes</td>
<td>30%</td>
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<tr>
<td>Two exams</td>
<td>20% each (deadlines: 09/17; 10/11)</td>
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<tr>
<td>Discussion and Participation</td>
<td>30%</td>
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**SCALE:**

<table>
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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96.9</td>
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<td>A-</td>
<td>90-92.9</td>
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<td>B+</td>
<td>87-89.9</td>
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<td>B</td>
<td>83-86.9</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>C</td>
<td>70-76.9</td>
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<td>D (Not accepted by department)</td>
<td>60-69.9</td>
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<tr>
<td>E (Failure—no credit)</td>
<td>Less than 60</td>
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**Grading Procedure**

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within 72 hours of the due date in the Gradebook.

**Late or Missed Assignments**

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. Follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

**Communicating with the Instructor**

**Look for the answer first.** This course uses a "Three Before Me" policy for student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer **before** contacting your instructor:

1. Course Syllabus
2. Announcements in Canvas
3. The Community Forum

**Where to post your questions.** If you cannot find an answer to your question, and it is a question of a general nature (such as clarification on an assignment, or where to find something in Canvas, for
example) please post your question to the Community Forum. This Forum can display your questions and answers for the benefit of all students. Students can answer each other’s questions here, too. Your instructor will post answers on the Community Forum within 1 business day.
If your question is specific to your situation (such as asking about your grades, for example), then you should send an email to your instructor personally.
This policy will help you in potentially identifying answers before your instructor can get back to you, and it also helps prevent your instructors from answering similar questions or concerns multiple times.
Announcements and emails from your instructor. Whenever your instructor posts an announcement, Canvas will automatically send you an email. Your instructor may send you a private email message occasionally, as well, concerning specific issues. **ASU e-mail** is the official means of communication among ASU’s students, faculty, and staff. **All instructor correspondence will be sent to your ASU e-mail account.** Forwarding emails to and from your ASU to a different account is not recommended. Students are expected to ensure that their ASU e-mail is accessed, read, and acted upon in a regular and timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail on a regular basis.

**Course Schedule:**

* Please note that Module 1 is half week long; subsequent modules run Monday through Sunday, and Module 7 runs Monday through Friday.

**Module 1: Welcome and Course Introduction**

Learning Objectives. Students will be able to:
1. Understand course structure, requirements, and readings.
2. Have a general picture of Asian society, culture, geography, and language.

Content:
Lecture Video #1: Course Welcome
Lecture Video #2: Syllabus Orientation
Lecture Video #3: What is modern East Asia?

Readings:
- Sidney W. Mintz, “Asia’s Contributions to World Cuisine.”
- Maps of East Asian countries (for map quiz)

Discussion: Discussion Post due Sunday, 11:59 pm

Discussion Question: In a few sentences, talk about 1) Why you select this course. 2) What you know about East Asia. 3) What you don't know about East Asia. 4) any topics or issues of your interests related to modern East Asia.

Quiz 1: Map quiz due Sunday, 11:59 pm

**Module 2: Traditional East Asia in Global Context**

Learning Objectives. Students will be able to:
1. Understand how China, Japan, and Korea sought stability from the 15th to the 18th century.
2. Identify domestic changes and continuities in East Asian countries before the 18th century.
3. Explore East Asia’s interactions with the West, and the interconnectedness among East Asian countries.
Content
Lecture Video #1: Premodern East Asia before the 17th Century
Lecture Video #2: The “Prosperous Age” of the 18th Century Qing Dynasty
Lecture Video #3: Unified Japan under the Tokugawa-Shogunate
Lecture Video #4: East Asia in the 18th century World

Readings:
• Lipman, Molony & Robinson, Modern East Asia, Chapter 3, Chapter 4, 66-136.
• Shen Fu, Six Records of a Floating Life, excerpt.
• “The Persecution of Catholicism in Korea” Sources of East Asian Tradition, 434-35.
• “Chen Mao’s Memorial to the Kangxi Emperor”
• “Documents on the Lord Macartney Mission,” The Search for Modern China, 88-93.

Discussion: Discussion Post due Sunday, 11:59 pm
Discussion Question 1: Elite Culture in Qing China
This week, we will read Shen Fu's Six Records of a Floating Life, a fascinating writing by a Qing scholar. Choosing one or more aspects of his live, carefully construct your understanding of the person, his family, and the 18th century China. In so doing, try to explain how external forces shaped him, and how he understood and reflected on the role of those forces in his live. Some forces to consider might include societal trends, the state of the economy, the role of his family, Confucian philosophy, etc.

Discussion Question 2: East Asia and the World
You've read four documents about how East Asian countries viewed Western countries during this period. In a few sentences, discuss how and why these countries made such policies. How did they view their position in the world? Do you think it's a wise policy?

Quiz 2: Multiple choice quiz due Sunday, 11:59 pm

Module 3: Western Imperialism and Crisis in East Asia

Learning Objectives. Students will be able to:
1. Explore both domestic crisis and external pressures that East Asian countries had experienced.
2. Understand Western imperialism and local responses in East Asia during the 19th century

Contents
Lecture Video #1: The Late Qing Crisis I: Opium War and its Legacy
Lecture Video #2: The Late Qing Crisis II: Domestic Rebellion
Lecture Video #3: Japan and Korea on the Eve of Modernity
Lecture Video #4: The Meiji Reinvention of Imperial Japan

Readings:
• Lipman, Molony & Robinson, Modern East Asia, Chapter 5, 138-171. Chapter 6, 172-187.
• “A Letter from Lin Zexu to Queen Victoria,1839.”
• “Documents on Taiping Rebellion,” Sources in Chinese History, 49-64.
• “Commodore Perry and Japan.”
• “Civilization and Enlightenment,” Sources of East Asian Tradition, 485-95.
• Ogai Mori, The Wild Geese
Discussion: Discussion Post due Sunday, 11:59 pm

Discussion Question: The book *The Wild Geese* this week is set during the Meiji Period, a period of great change and modernization in Japan. The author Ogai Mori presents a story of unfulfilled love in the era of social change. 1) Choose one or more aspects of Otama's life, carefully construct your understanding of the person, her family, and the late 19th century Japan. 2) Identify major external forces, including societal trends, the state of the economy, and the role of her family shaped Otama and other people's behaviors? 3) How does the novel help us understand woman's position in Meiji Japan?

Quiz 3: Multiple choice quiz due Sunday, 11:59 pm

**Module 4: Reform, Rebellion, and Revolution: The New Order in East Asia**

**Learning Objectives. Students will be able to:**
1. Understand the complexities of East Asian countries' paths toward modernity.
2. Explore the origins and impacts of Imperialism in East Asia during the early 20th century
3. Grasp the dynamic of the formation of a new order in East Asia.

**Content**
Lecture Video #1: Restoration and Reform in Qing China and Korea: Success and Failure
Lecture Video #2: The Formation of a Japanese Empire in East Asia
Lecture Video #3: The End of the Qing and Chosön Dynasties
Lecture Video #4: China in Disintegration and New Culture Movement

**Readings:**
- Lipman, Molony & Robinson, *Modern East Asia*, Chapter 6, 188-207; Chapter 7, 208-243; Chapter 8, 244-279.
- Complete Ogai Mori, *The Wild Geese*
- Lu Xun, “A Madman’s Diary”

**Discussion:** Discussion Post due Sunday, 11:59 pm
Discussion Question: For Lu Xun’s “A Madman’s Diary:” What is the nature of the madman’s illness? If this story is social commentary, what is Lu Xun trying to tell us? How does this story (and others?) present Confucianism? What is the metaphor of Cannibalism? What does the recovery of the madman and the fact that he goes on to become an official say about his him? His society? For Lu Xun’s “Medicine:” Is one of the most poignant of Lu Xun’s stories. What message is he trying to get across? A question for "Medicine" is why does the mantou soaked in human blood a guaranteed cure for the sick? What is the metaphor here? If Lu Xun decided make the blood on it to be a random person, would it still have the significance or impact anyway?

Quiz 4: Multiple choice quiz due Sunday, 11:59 pm

First Paper due Sunday, 11:59 pm
Module 5: East Asia at War

Learning Objectives. Students will be able to:
1. Understand Japan’s path to militarism and colonial power
2. Explore the complexities of colonialism in Korea and Taiwan
3. Examine legacies of WWII in East Asia
4. Understand the rise of Communism in China and Korea

Content:
Lecture Video #1: Striving for “Imperial Democracy” and Japan’s Expansion
Lecture Video #2: Japanese Colonial Rule in Korea and Taiwan
Lecture Video #3: World War II in East Asia
Lecture Video #4: Civil War in China and The Birth of Communist China

Readings:
- Lipman, Molony & Robinson, Modern East Asia, Chapter 8, 246-56; Chapter 9, 280-317; Chapter 10, 331-341.
- Liu Shaoqi, “How to Become a Good Communist,” The Search for Modern China, 342-44.
- Snow, Red Star Over China (excerpt).
- “National Culture during the Colonial Period,” Sources of East Asian Tradition, 1025-1028.
- “Empire and War,” Sources of East Asian Tradition, 614-25.
- Iris Chang, The Rape of Nanking, excerpt.

Discussion: Discussion Post due Sunday, 11:59 pm

Discussion Question: If you were an urban intellectual in a southern Chinese city in 1940, you had three choices before the city was going to be occupied by Japan: retreating to inland China with the Nationalist government, joining the Chinese Communist Party in Northwest China, or becoming a Japanese collaborator in the city. Which one would you choose?

I. Retreating to Inland China with the Nationalist Government
The Nationalist government, under the leadership of Chiang Kai-shek fled from Nanjing (Nanking) to Chongqing in southwest China. As a Nationalist, you always support the government and appreciate its state-building efforts. You hate Japanese invaders, who killed civilians in Nanjing and other Chinese cities.

2. Joining the Chinese Communist Party
After the Long March, the Chinese Communist Party arrived in Yan'an, a remote village of northwest China. The CCP was building a revolutionary government which encouraged mass participation. You hate Japanese invaders and did not trust the Nationalist government in its efforts against Japanese invasion.

3. Becoming a Japanese Collaborator
You decide to stay and become a Japanese collaborator. You believe it's the best way to serve Chinese people. You may also believe that Japan would bring modernization to this city.

Quiz 5: Multiple choice quiz due Sunday, 11:59 pm

Module 6: Cold War in East Asia

Learning Objectives. Students will be able to:
1. Understand the social and political transformations of postwar Japan
2. Explore the impact of Communism on China
3. Understand how East Asia was connected with the world during the Cold War

Content
Lecture Video #1: The American Occupation of Japan and its Legacies
Lecture Video #2: Communist China under Mao Zedong
Lecture Video #3: Nation-building in North and South Korea
Lecture Video #4: Postwar Prosperity in Japan

Readings:
- Lipman, Molony & Robinson, Modern East Asia, Chapter 10, 320-330, 342-355; Chapter 11, 356-391.
- “Japan under Occupation,” Japan: A Documentary History, 457-58, 466-86.
- “Life and Death of Lei Feng, an Admira ble ‘Pool,'” The Search for Modern China, 441-44.
- Dahpon Ho, “To Protect and Preserve: Resisting the Destroy the Four Olds Campaign,” in Joseph Esherick eds., The Chinese Cultural Revolution as History, 64-95.

Discussion: Discussion Post due Sunday, 11:59 pm
Discussion Question: We have learned the Communist Revolution after 1949 when the People's Republic of China was established. The assigned primary sources of this week focus on some significant political movements, including the Great Leap Forward, the Cultural Revolution, and the Thought Reform. From these documents, we also know how people lived through them. In this week's discussion, we are talking about the tremendous impacts of Mao Zedong's revolution on China's politics and social life. In a few sentences, discuss how the Cultural Revolution was carried out in local society, and how different people, including Communist Cadres, peasants, and red guards "understood" and "practiced" the Cultural Revolution.

Quiz 6: Multiple choice quiz due Sunday, 11:59 pm

Module 7: Contemporary East Asia and the World

Learning Objectives. Students will be able to:
1. Understand East Asia’s political and economic development after the 1970s
2. Explore major political, economic, and social issues of contemporary East Asia.

Content
Lecture Video #1: Social Transformations and Economic Growth in China and Taiwan
Lecture Video #2: The Democratization of the ROK and the Japanese Bubble
Lecture Video #3: East Asia in the 21st Century

Readings:
- Lipman, Molony & Robinson, Modern East Asia, Chapter 12, Chapter 13.
- Fang Lizhi, “The End of Forgetting History,” from Bringing Down the Great Wall, 267-75.
- Golden Arches East: McDonald’s in East Asia, “McDonald’s in Japan: Changing Manners and Etiquette,” 161-82.

**Discussion:** Discussion Post due Sunday, 11:59 pm

This Module's discussion is quite different. We will discuss your interests in Contemporary East Asia. I would like to create several “democracy salons.” As you will learn in this week, political salons scattered in the 1980s Beijing. Each "salon" has one specific topic. You have to select a salon to join by **Wednesday**. If you do not meet the deadline, I will assign you a salon. There're six salons.

**Salon A:** Economic Development: Achievement and Crisis
**Salon B:** Democracy, Human Rights, and Government (including Hong Kong issue!)
**Salon C:** Environmental Challenges in East Asia
**Salon D:** International Relations and Global Politics (including the rise of China, North Korea, Taiwan issue, etc.)
**Salon E:** Gender, Family, and Society
**Salon F:** Religion and Social Life

**Quiz 7:** Multiple choice quiz due Sunday, 11:59 pm

**Second Paper due last day of the class.**

**Student Success**

This is an online course. To be successful:

• Check the course **daily**, to stay in touch with the material and activities
• **Read announcements**! This is the only way your instructor can update you on course information.
• Create a **personal organization system** to keep track of due dates specified. (Canvas's calendar may be able to help, if you like this format.)
• **Communicate regularly** with your instructor and peers
• **Create a study and/or assignment schedule** to stay on track. This is an online course, and you must be very self-motivated to stay on track and not get behind. As mentioned before, please expect to spend approximately __ hours a week preparing for and actively participating in this course.
• Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multi-tasking while doing online studying. Treat this with the same respect as you would a face-to-face class environment.
• **Copy and paste discussion board posts into a text document** on your personal computer before submitting them. Technical glitches in Canvas, while rare, do happen, and it is frustrating to lose hours of work.
• Learn about and use the student resources available to you! You can get free assistance from the ASU Library, IT Support, the Writing Center, and more.
• For additional information, tips, and resources, visit the resources for students learning online at [http://succeedonline.asu.edu/](http://succeedonline.asu.edu/)

**Supports available to you**
Writing Center

Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Students who use the writing center for help with their papers tend to earn higher grades than those who do not. Free online writing tutoring is available at https://tutoring.asu.edu/online-tutoring.

Technology Issues and Problem Shooting:

The university provides many resources for you if you encounter technological problems. Visit MyASU for IT support. If there is an issue with the course Canvas site or assigned online media, please alert me to the issue. First, however, delete your browsing history and cookies, and try a different web browser (Chrome, IE, Firefox, Safari). Please feel free to contact me if you encounter any technology issues.

Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office (Microsoft 365 is free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

Students with Disabilities:

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Academic Integrity Policy and Plagiarism:

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity

ASU’s Policy on Threatening Behavior:

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary,
conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

**ASU’s Title IX Policy:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [https://sexualviolenceprevention.asu.edu/faqs](https://sexualviolenceprevention.asu.edu/faqs). As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, [https://eoss.asu.edu/counseling](https://eoss.asu.edu/counseling), is available if you wish discuss any concerns confidentially and privately.

**Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.
MODERN EAST ASIA
AN INTEGRATED HISTORY

JONATHAN LIPMAN • BARBARA MOLONY • MICHAEL ROBINSON

Laurence King Publishing
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