

**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	<b>School of Historical, Philosophical and Religious Studies</b>
Prefix: <b>HST</b>	Number: <b>303</b>	Title: <b>Studies in Asian History (China, Japan &amp; East Asia in World History)</b>	Units: <b>3</b>

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:** *Historical Awareness - H*

**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](mailto: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](mailto: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): 

## Arizona State University Criteria Checklist for

### **HISTORICAL AWARENESS [H]**

#### **Rationale and Objectives**

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus and TOC
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus and TOC
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus and TOC
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus and TOC
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	303	China, Japan & East Asia in World History	H

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is the major focus of the course	This course covers the history of China, Japan, and Korea from 1800 to the present, focusing on political, social, and cultural changes over time.	All modules offer a historical exploration of the changes and continuities that were embodied in political, social, cultural, and intellectual aspects in the making of modern East Asia. This course will be organized chronologically with each theme located in its historical milieu.
2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	This course examines both domestic and external historical factors that contributed to the transformation of these three nations over time. Students will learn how traditional values and thoughts were challenged by modern and Western ideology. This course also places East Asia in the global context and considers the interactions and movements of people and ideas that shaped the formation of modern East Asia.	Module 2 Traditional East Asia in Global Context discusses the changing views of western culture present in East Asian countries. In Module 3 Western Imperialism and Crisis in East Asia, students analyze how China and Japan differed in their actions to the West over the 19th century. In Module 4 Reform, Rebellion, and Revolution, students study how reformers and revolutionaries came to embrace Western ideology and philosophical thoughts. Finally, Module 5 East Asia at War focuses on historical migration (from Japan to its colonies) during WWII. Students analyze how colonial societies (Taiwan and Korea) varied and changed over time.
3. There is a disciplined systematic examination of human institutions as they change over time.	East Asia experienced dramatic transformations in its institution from the 19th century to the present. Traditionalism and modern nationalism competed against each other throughout the period.	Module 2 Traditional East Asia in Global Context explores changing views of Western peoples and religions in China and Japan. Module 3 and Module 4 study China's transition from a feudal society to a modern nation-state. In Module 6 Cold War in East Asia, students study the Communist revolution in modern China and Japan's transition to a democratic nation.
4. The course examines the relationship among events, ideas, and artifacts and the broad social, political, and economic	Modern East Asia witnessed conflict and confluence of different ideologies, religious beliefs, and philosophical thoughts over time.	Module 4 Reform, Rebellion, and Revolution examines the fate of Confucianism when reformers and intellectuals of China and Japan promoted Western ideology. In Module 6 Cold War in East Asia, students study how traditional religious beliefs were accepted or rejected when East Asian societies were pursuing modernity.

**Historical Awareness [H]**

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# History 303

## China, Japan & East Asia in World History

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Tiananmen, China



Mount Fuji, Japan



DMZ, the Koreas

### 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](mailto: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.

Jonathan Lipman, Barbara Molony, and Michael Edson Robinson. *Modern East Asia: An Integrated History*. Boston: Pearson, 2012. (Laurence King version is also acceptable.)

Shen Fu, *Six Records of a Floating Life*. New York: Penguin, 1983

Ogai Mori, *The Wild Geese*. Ann Arbor: University of Michigan Press, 1995.

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:

In-class Quizzes	30%
Two exams	20% each (deadlines: 09/17; 10/11)
Discussion and Participation	30%

### SCALE:

A+	97-100
A	93-96.9
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	70-76.9
D (Not accepted by department)	60-69.9
E (Failure—no credit)	Less than 60

### 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:**

- [Textbook]: Lipman, Molony & Robinson, *Modern East Asia*, Chapter 1, 14-27.
- Thomas Gottschang, "East Asian Economies in a Globalizing World," *East Asia in the World*, 85-101.
- 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 15<sup>th</sup> to the 18<sup>th</sup> century.
2. Identify domestic changes and continuities in East Asian countries before the 18<sup>th</sup> 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 17<sup>th</sup> 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 18<sup>th</sup> century World

## Readings:

- Lipman, Molony & Robinson, *Modern East Asia*, Chapter 3, Chapter 4, 66-136.
- “Civil Service Examination in Traditional China,” *Sources in Chinese History*, 124-27.
- Shen Fu, *Six Records of a Floating Life*, excerpt.
- “Anti-Christian pronouncements in Japan,” *Sources of East Asian Tradition*, 180-85.
- “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 life, 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 life. 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 19<sup>th</sup> 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.
- “The Opium Question Among Westerners in China, 1836-1837,” *Sources in Chinese History*, 33-5.
- “A Letter from Lin Zexu to Queen Victoria, 1839.”
- “Documents on Taiping Rebellion,” *Sources in Chinese History*, 49-64.
- “Commodore Perry and Japan.”
- “The Meiji Restoration,” *Sources of East Asian Tradition*, 471-484.
- “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 20<sup>th</sup> 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 Chosŏn 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.
- Feng Guifen, "On the Adoption of Western Learnings," *Sources of East Asian Tradition*, 632-33.
- "Woren's Memorial Objecting to Western Learning," *Sources in Chinese History*, 68-9.
- Fukuzawa Yukichi, "On de-Asianization," *Meiji Japan Through Contemporary Sources*, 129-33.
- Liang Qichao, "The Concept of the Nation," *Sources of Chinese Tradition*, 295-98.
- "Zou Rong, "On Revolution," *The Search for Modern China*, 179-83.
- 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.
- "Nationalism and Pan-Asianism," *Sources of East Asian Tradition*, 536-53.
- Liu Shaoqi, "How to Become a Good Communist," *The Search for Modern China*, 342-44.
- Snow, *Red Star Over China* (excerpt).
- "Wang Jingwei: On Collaboration, 1941," *The Search for Modern China*, 340-42.
- "National Culture during the Colonial Period," *Sources of East Asian Tradition*, 1025- 1028.
- Yi Sang, "Wings," *Flowers of Fire*, 34-57.
- "Empire and War," *Sources of East Asian Tradition*, 614-25.
- Iris Chang, *The Rape of Nanking*, excerpt.
- Keith Howard, *True Stories of the Korean Comfort Women*, 41-9.

### **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.
- Yoshikuni, Igarashi, “The Unfinished Business of Mourning: Maruyama Masao and Postwar Japan’s Struggles with the Wartime Past.” *Positions: East Asia Cultures Critique* 10, no.1 (2002): 198-218.
- Xun Zhou, *The Great Famine in China, 1958-1962: A Documentary History*, 4-16.
- “Life and Death of Lei Feng, an Admirable ‘Pool’,” *The Search for Modern China*, 441-44.
- Documents from Michael Schoenhals, *China’s Cultural Revolution, 1966-1969: Not a Dinner Party* (Armonk: M.E. Sharpe, 1996).
- 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.
- “Democracy and High Growth,” *Sources of East Asian Tradition*, 836-48.

**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 21<sup>st</sup> 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.
- “Bourgeois and Socialist Democracies Compared,” *Chinese Civilization*, 501-503.
- “Japan and the World in Cultural Debate,” *Sources of East Asian Tradition*, 871-87.
- *Golden Arches East: McDonald’s in East Asia*, “McDonald’s in Japan: Changing Manners and Etiquette,” 161-82.

- B.R. Myers, *The Cleanest Race: How North Koreans See Themselves and Why it Matters*, 30-51.
- Cho Hae-joang, "Reading the Korean Waves as a Sign of Global Shift," *Korea Journal*, Winter 2005, 147-82.

**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/>

### 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](http://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.

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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>. 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>, 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

A N I N T E G R A T E D H I S T O R Y

JONATHAN LIPMAN • BARBARA MOLONY • MICHAEL ROBINSON

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