

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): 

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 <i>either</i> 1, 2 or 3 <i>and</i> 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.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

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

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. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	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.	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.
2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	This course introduces the student to the shift from classical literature to vernacular literature from the late 19 th century in China and Japan.	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.
4a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Reform and Revolution in East Asia involve examination of societal discussions about the essence of human rights, citizenship, and democracy.	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

Humanities and Fine Arts [HU]

Page 4

<p>4d.Concerns the analysis of literature and the development of literary traditions.</p>	<p>East Asian countries experienced a transition from classical writing to vernacular writing in the early 20th century.</p>	<p>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.</p>
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History 303

China, Japan & East Asia in World History



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

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 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.
- “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 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.
- “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 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 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 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.
- “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.

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>. 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

Laurence King Publishing

CONTENTS

Preface	11
Acknowledgments	13

CHAPTER ONE

01

LANDS AND LANGUAGES OF EAST ASIA

LANDS	14
China	16
North China	18
Central China	18
Southern China	18
North of China	19
West of China	19
South and Southeast of China	19
Korea	20
Japan	21
LANGUAGES	23
Speech and Writing	23
Vocabulary and Local	
Written Forms	25
Pronunciation, Phonetics,	
and Romanization	26
Japanese	26
Korean	27
Chinese	27
Names	27

CHAPTER TWO

02

MING CHINA, CHOSŒN KOREA, AND WARRING STATES JAPAN IN 1600

WORLD CONTEXT	28
CHINESE SOCIETY AND CULTURE IN THE LATE MING	30
Neo-Confucianism and the Ideal of Self-Cultivation	30
Individuals and Families, Ideals and Realities	31
Women's Lives	34
Native Place	36
Food and Hobbies	36
Religions	36
Orthodoxy, Meritocracy, and the Examination System	38
HAI RUI REBUKES HIS LORD	38
Time and the Cosmos	41
Agriculture and Commerce	42
Land and Population	42
Frontiers, Defense, and Diversity	43
Being Chinese	44
KOREA UNDER THE CHOSŒN KINGS	45
The <i>Yangban</i> Ruling Class	45
MS. KIM HANGS HERSELF	46
Examinations and the Limited Power of a Centralized State	49
Land, Slaves, and Commoners	51
Tribute and Invasion	53
THE ORIGINS OF TOKUGAWA JAPAN	54
The International Context	54
The End of the Warring States Period	56
Hideyoshi's Pacification	58
HOSOKAWA GRACIA TAMA	60
The Road to Sekigahara	62

DIASPORAS	63
CONNECTIONS	64

CHAPTER THREE

03

THE SEVENTEENTH CENTURY

WORLD CONTEXT	66
DYNASTIC UPHEAVAL AND A NEW RULING ELITE	68
The End of the Ming	68
The Rise of the Manchus	68
The Conquest of Ming	70
THE XU BROTHERS, SCHOLARS OF THE EARLY QING	72
Empire-Building under the Kangxi Emperor	74
State, Society, and the Intellectual Elite in the Early Qing	76
KOREA	79
Tax Reform and the Economy	82
Farmers, Rice, and the Commercialization of Agriculture	83
International Trade	85
KIM MANJUNG	86
Cultural Growth and Criticism	87
JAPAN IN THE SEVENTEENTH CENTURY: CONSOLIDATING THE REALM	88
The Tokugawa and the <i>Daimyō</i>	90
The Tokugawa Regime and the World	91

Economic Growth and Social and Environmental Change	94
Culture and Society	96
IHARA SAIKAKU	98
DIASPORAS	99
CONNECTIONS	100
CHAPTER FOUR	
04 THE EIGHTEENTH CENTURY	
WORLD CONTEXT	102
THE HIGH QING: TRIUMPH AND THE SOURCES OF DECLINE	104
Population Growth and the Qing Economy	104
Social Transformation and the Status of Women	106
SHEN FU AND CHEN YUN, A QING LOVE STORY	108
Manchus and Political Power	109
The Late Kangxi Period	109
Fiscal Reform and Yongzheng Period Economics	110
The Qianlong Emperor	111
Ending the Nomadic Threat and Creating "China"	112
Intellectual Life and the Literary Inquisition	113
Corruption and Rebellion in the Late Qianlong Period	115
The High Qing and the Europeans	116
CHOSŌN IN THE EIGHTEENTH CENTURY	117
Economic Growth and Commercialization	117

The <i>Yangban</i> Puzzle	119
State and Countryside	120
A TRAGEDY AT COURT	122
Relations with Qing	123
Domesticating Letters and Arts	123
The Coming of "Western Learning"	124
THE EARLY MODERN TRANSITION IN TOKUGAWA JAPAN	125
Japan in the Eighteenth- Century World	126
Scholars and Artists	128
Molding Class, Status, and Gender	129
EMA SAIKŌ	130
Demographic Changes in the Eighteenth Century	132
The Blossoming of Intellectual Diversity	133
DIASPORAS	135
CONNECTIONS	136

CHAPTER FIVE	
05 INTERNAL CONTRADICTIONS, EXTERNAL PRESSURES (1800-1860s)	
WORLD CONTEXT	138
THE QING IN DECLINE	140
End of an Era	140
Social Problems and Statecraft Solutions	140
Frontier Wars by Land	142
A LOYAL MAN OF QING	143
Frontier Wars by Sea	144
Mapping the World	148
Imagining Other Worlds	149
Shaking the Foundations	149

KOREA	152
An End to Slavery	152
PRACTICAL LEARNING IN A CHANGING WORLD	154
The Escalation of Rural Resistance	155
From Factional to Consort Politics	156
Eastern and Western Learning	157
The "Disturbances" of 1866	158
JAPAN ON THE EVE OF MODERNITY	160
The Cultural Scene, 1795-1853	160
Economic Crises	162
Japan in the New Diplomatic Scene	163
NAKAHAMA MANJIRO	166
The End of the Tokugawa Regime	167
DIASPORAS	169
Japan	169
China	170
CONNECTIONS	171

CHAPTER SIX	
06 TRADITIONALIST REFORMS AND THE ORIGINS OF MODERNITY (1860s-1895)	
WORLD CONTEXT	172
JAPAN'S MEIJI TRANSFORMATION	174
FUKUZAWA YUKICHI	176
Drafting the Blueprints for the New Order	178
Implementing the Charter Oath: Constructing a New Nation	179
The New Japanese Subject	180
Planting the Seeds for Economic Modernity	181

Japan's International Position and the Iwakura Mission	182
Reactionary Samurai, Progressive Reformers, and the Oligarchs	183
Religion, Culture, and Arts	184
Japan in the Late Nineteenth-Century World	186
QING RESTORATION AND REFORM	188
Defeating the Taipings	188
The Other Domestic Rebels	189
New Troubles in the Northwest	190
WANG TAO, A CONFUCIAN CHRISTIAN JOURNALIST- REFORMER	191
Foreign Studies and the First Hundred	192
Self-Strengthening and Foreign Affairs	193
Social Change	194
The Great Shock of 1895	195
KOREA	196
The "Opening" of Korea to Foreign Trade	196
The Early Self-Strengthening Movement	198
The Kapsin Coup of 1884	199
YUN CH'ŪHO	200
Qing Influence and Interference	202
The Sino-Japanese War and the Kabo Reform, 1894-95	203
DIASPORAS	204
Japan	204
China	205
Korea	206
CONNECTIONS	206

CHAPTER SEVEN

07

**MEIJI JAPAN RISES,
QING AND
CHOSŒN FALL
(1895-1912)**

WORLD CONTEXT	208
JAPAN	210
From Farms to Factories and Mines	211
GOTŒ SHINPEI, MODERNIST AND IMPERIALIST	216
Japan and the World	217
Politics, Rights, and Citizenship	220
THE END OF THE QING	222
Responses to the 1895 Defeat	222
Reformers and Revolutionaries	222
Kang Youwei and the Hundred Days of 1898	225
"Support the Qing and Annihilate the Foreigners"	226
Too Much, Too Late: "New Government" and Qing Reformism	227
Free the Mind and the Feet: Women and Chinese Nationalism	228
QIU JIN, REVOLUTIONARY HEROINE	229
Toppling Heaven: The 1911 Revolution and the End of Imperial China	230
KOREA	232
The Independence Club and Nationalist Reaction	233
Expansion of the Public Sphere	235
The Korean Enlightenment and the Origins of Korean Nationalism	235
SIN CH'AEHO, NATIONALIST HISTORIAN	237
The Russo-Japanese War and the Reemergence of Japanese Power	238

The Japanese Protectorate Annexation and Descent into Colonial Status	239
---	-----

DIASPORAS	241
Japan	241
China	242
Korea	242
CONNECTIONS	243

CHAPTER EIGHT

08

**TRIUMPHS,
REVOLUTIONS,
AND HARD TIMES
(1910-1931)**

WORLD CONTEXT	244
JAPAN: DEMOCRACY AND EMPIRE	246
Japan's Expansion during World War I	247
From World War I to the Earthquake: 1918-23	248
From Reconstruction to the Manchurian Incident: 1923-31	254
ICHIKAWA FUSAE	254
CHINA: WARLORDS AND NEW CULTURE	257
Yuan Shikai, Militarism, and Imperialism	257
Public Intellectuals: The New Culture Movement	260
The May Fourth Movement	261
LU XUN, MIRROR FOR MODERN CHINA	262
The Family Broken, the People Gone	263
The Rise of Political- Military Parties	264

Economics in the 1920s	265
Centralization and Its Discontents	266
COLONIAL KOREA	267
The Governor-General and the Colonial State	268
Land and the Survey of 1911–18	269
Cultural Control, Political Repression, and the Ideology of Empire, 1910–19	270
The March First Movement and Japanese Reforms	271
The Cultural Policy and Nationalist Renaissance	273
Cultural Nationalism and Literary Activity	274
YI KWANGSU	275
DIASPORAS	277
Japan	277
China	277
Korea	278
CONNECTIONS	278

CHAPTER NINE

09 THE FIFTEEN-YEAR WAR
AND ANTI-JAPANESE
WAR OF RESISTANCE
(1931–1945)

WORLD CONTEXT	280
JAPAN AT WAR	282
The Manchurian Incident	282
Domestic Politics and Economics	285
The 2-26 Incident	286
The Second Sino-Japanese War, 1937–45	287
YAMAMOTO ISOROKU	288
The Road to Pearl Harbor	289

The Pacific War on the Battlefield	290
The War at Home	292
CREATING TWO CHINAS	293
Nation-Building in the Nanjing Decade	293
Communists in Power: The Jiangxi Soviet	295
Defeat and Retreat	297
Yan'an, Xi'an, and the Second United Front	298
Invasion and All-Out War, 1937–38	299
FENG ZIKAI, BUDDHIST CARTOONIST	300
The Long Wars of Resistance, 1938–45	302
KOREA	304
Colonial Development and War Mobilization	304
Manchuria, Korea, and Developmental Colonialism	305
The Great Depression, Tenancy, and Rural Misery	306
Nationalist Resistance	307
The Anti-Japanese Guerrillas in Manzhouguo, 1937–45	308
Colonial Modernity, Urbanization, and Mass Culture in Korea	308
Modern Women	309
NA HYESÖK	310
Forced Assimilation and War Mobilization	311
Comfort Women and the End of Japanese Rule	313
DIASPORAS	314
Japan	314
China	315
Korea's Population Hemorrhage	315
CONNECTIONS	316

CHAPTER TEN

10 OCCUPATIONS,
SETTLEMENTS,
AND DIVISIONS
(1945–1953)

WORLD CONTEXT	318
KOREA	320
Japanese Surrender, the CPKI, and the Korean People's Republic	321
YŎ UNHYÖNG	322
The Reoccupation of Korea	323
The Evolution of Separate States	325
The Road to Civil War	326
The Korean War	328
CHINA	331
Conditions at War's End	331
The Marshall Mission and Peacemaking	332
ZHANG JUNMAI, CONFUCIAN COSMOPOLITAN	332
Large-Scale Civil War	335
Preparing Taiwan	338
The PRC and Its Frontiers	339
Land Reform	339
International Relations and the Korean War	340
Social Mobilization	341
THE OCCUPATION OF JAPAN	342
The Winter of 1945–46	344
The American Occupation	345
KUROSAWA AKIRA, FILMMAKER	346
The End of the Occupation and the Beginning of Recovery	351
DIASPORAS	352
Korea	352
China	353
Japan	353
CONNECTIONS	354

CHAPTER ELEVEN

11
**RECONSTRUCTION
AND DIVERGENT
DEVELOPMENT
(1953-LATE 1970S)**

WORLD CONTEXT	356
CHINA	358
<i>Hukou, Danwei, and</i>	
Mass Mobilization	358
Socialist Economic Transformation	358
"Identifying" China's	
Ethnic Groups	359
A Hundred Flowers	360
YUE DAIYUN, AMBIVALENT	
MAOIST	360
The Great Leap Forward	362
Manmade Famine	363
A Frontier Debacle:	
The Tibetan Uprising	363
Mao on the Margins	364
The Great Proletarian	
Cultural Revolution	365
<i>Détente</i> and Changing the Guard	367
The Other China	369
JAPAN: THE ERA OF	
DOUBLE-DIGIT GROWTH	369
Creation of the "1955 System"	370
The Climate for Recovery	371
Diverse and Conflicting	
Voices in the 1950s	372
The 1960s and Income Doubling	375
The Attainment of Wealth	
and the Rise of Discontent	376
IENAGA SABURŌ, CRUSADING	
HISTORIAN	378
The End of an Era	379
NATION-BUILDING	
IN THE KOREAS	379
Authoritarian Patterns in	
South Korea: Syngman Rhee's	
First Republic	380

Political Consolidation	
in North Korea	381
Rebuilding and North Korea's	
Command Economy (1953-72)	382
Import Substitution	
in South Korea, 1953-60	383
The Second Republic and	
the 1961 Military Coup	384
The Economic Transformation	
of South Korea	385
The New Hermit Kingdom	
and the Cult of the Leader	386
The Yusin Constitution	
and the Fourth Republic	387
KIM CHI HA, DISSIDENT POET	388

DIASPORAS	389
China	389
Japan	389
Korea	390
CONNECTIONS	390

CHAPTER TWELVE

12
**SOCIAL TRANS-
FORMATIONS AND
ECONOMIC GROWTH
(MID-1970S-EARLY 1990S)**

WORLD CONTEXT	392
CHINA AND TAIWAN	394
The Beginnings of Reform	394
International Relations and War	394
Handling Mao's Legacy	395
Economic Liberalization	396
Inflation and	
Planned Inequality	397
The "One Child" Policy	398
Attacking "Bourgeois	
Liberalization"	399
Intellectuals Under Reform	399

WANG RUOSHUI, LIBERAL	
MARXIST HUMANIST	400
The Road to Tiananmen	401
Taiwan under the Guomindang	403

A WATERSHED DECADE FOR THE KOREAS	405
The Violent Origins	
of the Fifth Republic	405
The Kwangju Incident	406
The Fifth Republic	
and Growing Opposition	407
The <i>Minjung</i> Movement	408
Marking Time in 1980s	
North Korea	409
Democratization of	
South Korean Society	411
IM KWON-TAEK, AWARD-WINNING DIRECTOR	412
Labor Activism and Politics	413
International Relations	414
The 1992 Presidential Election	414

THE RISE OF JAPAN'S BUBBLE ECONOMY	414
Japan in Asia	415
Trade Tensions with	
the United States	416
Stock-Market and	
Real-Estate Bubbles	417
The Era of National Confidence	418
Social Change and Continuing	
National Concerns	419
Politics in the Era of	
National Confidence	421
Japanese Arts on the Global Stage	421
DOI TAKAKO, POLITICAL LEADER	422
DIASPORAS	425
Japan	425
Korea	425
China	426
CONNECTIONS	427

13 GLOBALIZATION WITH EAST ASIAN CHARACTERISTICS (EARLY 1990S-2010)

WORLD CONTEXT	428	The Great Famine	445	Taiwan and the Politics of Reunification	459
GLOBAL JAPAN	430	KIM DAE JUNG, FROM PRISON TO PRESIDENCY	446	ZHANG RUIMIN, LEGENDARY ENTREPRENEUR	460
New Directions in Politics	430	The Asian Financial Crisis and its Aftermath	447	The 2008 Beijing Olympics	461
The Traumatic 1990s	431	The "Sunshine Policy" and Rapprochement with North Korea	448	DIASPORAS	462
The Koizumi Years and Beyond	434	The Two Koreas in the New Millennium	449	Japan	462
The End of LPD Government?	436	THE REEMERGENCE OF CHINA AND TAIWAN	451	North Korean Refugees	463
OE KENZABURO, NOBEL LAUREATE	436	Post-Tiananmen Foreign Relations and Trade	451	China	463
Japanese Arts and Culture on a Global Stage	438	Deng's Last Years	452	CONNECTIONS	464
KOREA AT CENTURY'S END: NEW BEGINNINGS	440	The PRC at the Millennium: Globalization and Domestic Control	453	Politics	464
Settling Accounts and Democratization	441	Religion and Falun Gong	457	Economics	465
The Great Transformation: South Korean Society in the 1990s	442	The Great Firewall and Transnational Diseases	457	Culture	465
Isolation, Economic Failure, and Nuclear Politics in North Korea	443	9/11 and the SCO	458	Regional Connectivity	465
		Hong Kong	459	Notes	466
				Glossary	467
				Bibliography	469
				Index	472
				Picture Credits	480