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: Social-Behavioral Sciences - SB
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

SOCIAL-Behavioral SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

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

## ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ANTHROPOLOGY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ECONOMICS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- CULTURAL GEOGRAPHY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- HISTORY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Course emphasizes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
</tr>
</tbody>
</table>

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>This course explores the clash and communication between peoples and cultures of East Asia and those of the West. It also investigates interactions and exchanges among different ethnic and national groups in China and Japan.</td>
<td>Module 2 Traditional East Asia in Global Context discusses how people from the West interacted with Chinese and Japanese during the 18th century, and explores the interactions between different ethnic groups during the Qing dynasty. Module 3 Western Imperialism and Crisis in East Asia focuses on frequent communications and cultural exchanges between travelers from the West and domestic people in China and Japan. In Module 5, East Asia at War, students will read documents about the interactions between colonizers and colonized in Korea and Taiwan, which will advance the understanding of imperialism and colonialism in the East Asian context.</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in history</td>
<td>One theme of this course is to investigate the state-society relations in East Asian countries. Students study local autonomy and activism, the formation of local military forces, and the transformation of social structure.</td>
<td>Module 4 Reform, Rebellion, and Revolution studies the complicated process of the formation of local military forces in early 20th century China. Module 5 East Asia at War discusses local responses towards Japan's invasion and colonialism in China and Japan. Module 6 Cold War in East Asia investigates how youth were mobilized in China in the Cultural Revolution.</td>
</tr>
<tr>
<td>3b. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
<td>Students learn to use historical methods of analysis throughout the course, and to understand culture through their ethnographies and economic data.</td>
<td>In most Modules, students read the primary documents in East Asian history and analyze them in a historical and critical way. Students also read ethnographical accounts, anthropological observations, and economic data to construct their historical analysis.</td>
</tr>
<tr>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
<td>Students read and analyze historical and economic data to understand historical transformation.</td>
<td>In Module 5 East Asia at War, students read data on wartime economic performance to understand the impact of war on East Asia. In Module 6 Cold War in East Asia, students analyze data on land ownership in China, Japan, Korea, and Taiwan to investigate how land reform was carried out in postwar East Asian societies.</td>
</tr>
</tbody>
</table>
**History 303**  
China, Japan & East Asia in World History

---

**Course Information**

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

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

**Course Description and Overview:**

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

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

Course Readings

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


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

Course Requirements

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

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

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

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

**Important Dates and Grade Breakdown:**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Two exams</td>
<td>20% each (deadlines: 09/17; 10/11)</td>
</tr>
<tr>
<td>Discussion and Participation</td>
<td>30%</td>
</tr>
</tbody>
</table>

**SCALE:**

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

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

Discussion: Discussion Post due Sunday, 11:59 pm

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

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

Module 2: Traditional East Asia in Global Context

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

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

Discussion: Discussion Post due Sunday, 11:59 pm

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

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

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

Module 3: Western Imperialism and Crisis in East Asia

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Readings:
• Lipman, Molony & Robinson, Modern East Asia, Chapter 8, 246-56; Chapter 9, 280-317; Chapter 10, 331-341.
• “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).
• “National Culture during the Colonial Period,” Sources of East Asian Tradition, 1025-1028.
• “Empire and War,” Sources of East Asian Tradition, 614-25.
• Iris Chang, The Rape of Nanking, excerpt.
• Keith Howard, True Stores 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:
- “Japan under Occupation,” *Japan: A Documentary History*, 457-58, 466-86.
- “Life and Death of Lei Feng, an Admirable ‘Pool’,,” *The Search for Modern China*, 441-44.

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:
- Fang Lizhi, “The End of Forgetting History,” from *Bringing Down the Great Wall*, 267-75.
- *Golden Arches East: McDonald’s in East Asia*, “McDonald’s in Japan: Changing Manners and Etiquette,” 161-82.

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

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

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

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

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

---

**Student Success**

This is an online course. To be successful:

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

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

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

Computer Requirements
This is a fully online course; therefore, it requires a computer with internet access and the following technologies:
- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office (Microsoft 365 is free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

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

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

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

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

**ASU’s Title IX Policy:**

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

**Syllabus Disclaimer**

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

JONATHAN LIPMAN • BARBARA MOLONY • MICHAEL ROBINSON

Laurence King Publishing
# CONTENTS

- Preface 11
- Acknowledgments 13

## CHAPTER ONE

### LANDS AND LANGUAGES OF EAST ASIA

<table>
<thead>
<tr>
<th>LANDS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>16</td>
</tr>
<tr>
<td>North China</td>
<td>18</td>
</tr>
<tr>
<td>Central China</td>
<td>18</td>
</tr>
<tr>
<td>Southern China</td>
<td>18</td>
</tr>
<tr>
<td>North of China</td>
<td>19</td>
</tr>
<tr>
<td>West of China</td>
<td>19</td>
</tr>
<tr>
<td>South and Southeast of China</td>
<td>19</td>
</tr>
<tr>
<td>Korea</td>
<td>20</td>
</tr>
<tr>
<td>Japan</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech and Writing</td>
<td>23</td>
</tr>
<tr>
<td>Vocabulary and Local</td>
<td>23</td>
</tr>
<tr>
<td>Written Forms</td>
<td>25</td>
</tr>
<tr>
<td>Pronunciation, Phonetics, and Romanization</td>
<td>26</td>
</tr>
<tr>
<td>Japanese</td>
<td>26</td>
</tr>
<tr>
<td>Korean</td>
<td>27</td>
</tr>
<tr>
<td>Chinese</td>
<td>27</td>
</tr>
<tr>
<td>Names</td>
<td>27</td>
</tr>
</tbody>
</table>

## WORLD CONTEXT

- Neoclassicism and the Technological Ideal 28
- 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

## THE LATE MING

- Hai Rui Rebukes His Lord 38
- Time and the Cosmos 41
- Agriculture and Commerce 42
- Land and Population 42
- Frontiers, Defense, and Duration 43
- Being Chinese 44

## KOREA UNDER THE CHOSON KINGS

- The Yulgok 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

- The Tokugawa States: An Introduction 54
- The End of the Warring States Period 56
- Hideyoshi's Pacification 58
- Hosokawa Gracia Tama 60
- The Road to Sekigahara 62

## DIASPORAS

- Connections 63

## CHAPTER THREE

### THE SEVENTEENTH CENTURY

- World Context 66

## DYNASTIC UPEVAAL AND A NEW RULING ELITE

- The End of the Ming 68
- The Rise of the Manchu 68
- The Conquest of Ming 70

## THE XU BROTHERS, SCHOLARS OF THE EARLY QING

- Empire-Building under the Kangxi Emperor 72
- State, Society, and the Intellectual Elite in the Early Qing 76

## KOREA

- 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

- The Tokugawa and the Daimyō 90
- The Tokugawa Regime and the World 91
### Chapter Four
#### The Eighteenth Century

#### World Context
- The High Qing: Triumph and the Sources of Decline
  - Population Growth and the Qing Economy
  - Social Transformation and the Status of Women
- Shen Fu and Chen Yun, A Qing Love Story
- Manchus and Political Power
- The Late Kangxi Period
- Fiscal Reform and Yongzheng Period Economics
- The Qianlong Emperor
- Ending the Nomadic Threat and Creating "China"
- Intellectual Life and the Literary Inquisition
- Corruption and Rebellion in the Late Qianlong Period
- The High Qing and the Europeans

#### Diasporas
- Korea
  - An End to Slavery
  - Practical Learning in a Changing World
  - The Escalation of Rural Resistance
  - From Faction to Consort Politics
  - Eastern and Western Learning
  - The "Disturbances" of 1866
- Japan on the Eve of Modernity
  - The Cultural Scene, 1795–1853
  - Economic Crises
  - Japan in the New Diplomatic Scene
  - Nakahama Manjiro
  - The End of the Tokugawa Regime
- Diasporas
  - Japan
  - China

#### Connections

### Chapter Five
#### Internal Contradictions, External Pressures (1800–1860s)

#### World Context

#### The Qing in Decline
- End of an Era
- Social Problems and Statecraft Solutions
- Frontier Wars by Land
- A Loyal Man of Qing
- Frontier Wars by Sea
- Mapping the World
- Imagining Other Worlds
- Shaking the Foundations

#### Korea

#### Japan's Meiji Transformation
- Fukuwada Yukichi
- Drafting the Blueprints for the New Order
- Implementing the Charter Oath: Constructing a New Nation
- The New Japanese Subject
- Planting the Seeds for Economic Modernity
### Chapter Seven

**Meiji Japan Rises, Qing and Chosón Fall (1895–1912)**

<table>
<thead>
<tr>
<th>WORLD CONTEXT</th>
<th>208</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAPAN</td>
<td>210</td>
</tr>
<tr>
<td>From Farms to Factories and Mines</td>
<td>211</td>
</tr>
<tr>
<td><strong>GOTO SHINPEI, MODERNIST AND IMPERIALIST</strong></td>
<td>216</td>
</tr>
<tr>
<td>Japan and the World</td>
<td>217</td>
</tr>
<tr>
<td>Politics, Rights, and Citizenship</td>
<td>220</td>
</tr>
<tr>
<td><strong>The End of the Qing</strong></td>
<td>222</td>
</tr>
<tr>
<td>Responses to the 1895 Defeat</td>
<td>222</td>
</tr>
<tr>
<td>Reformers and Revolutionaries</td>
<td>222</td>
</tr>
<tr>
<td>Kang Youwei and the Hundred Days of 1898</td>
<td>225</td>
</tr>
<tr>
<td>&quot;Support the Qing and Annihilate the Foreigners&quot;</td>
<td>226</td>
</tr>
<tr>
<td>Too Much, Too Late: &quot;New Government&quot; and Qing Reformism</td>
<td>227</td>
</tr>
<tr>
<td>Free the Mind and the Feet: Women and Chinese Nationalism</td>
<td>228</td>
</tr>
<tr>
<td><strong>QIU JIN, REVOLUTIONARY HEROINE</strong></td>
<td>229</td>
</tr>
<tr>
<td>Toppling Heaven: The 1911 Revolution and the End of Imperial China</td>
<td>230</td>
</tr>
<tr>
<td><strong>KOREA</strong></td>
<td>196</td>
</tr>
<tr>
<td>The &quot;Opening&quot; of Korea to Foreign Trade</td>
<td>196</td>
</tr>
<tr>
<td>The Early Self-Strengthening Movement</td>
<td>198</td>
</tr>
<tr>
<td>The Kapsin Coup of 1884</td>
<td>199</td>
</tr>
<tr>
<td><strong>UNCH’IHO</strong></td>
<td>200</td>
</tr>
<tr>
<td>Qing Influence and Interference</td>
<td>202</td>
</tr>
<tr>
<td>The Sino-Japanese War and the Kabo Reform, 1894–95</td>
<td>203</td>
</tr>
</tbody>
</table>

### Chapter Eight

**Triumphs, Revolutions, and Hard Times (1910–1931)**

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

RECONSTRUCTION AND DIVERGENT DEVELOPMENT
(1953–LATE 1970S)

WORLD CONTEXT 356

CHINA 358

Hukou, Danwei, and 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
Mannmade Famine 363
A Frontier Debacle: The Tibetan Uprising 363
Mao on the Margins 364
The Great Proletarian Cultural Revolution 365
Détente 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
JEnAGA 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 389

CONNECTIONS 390

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 Koreangju Incident 406
The Fifth Republic and Growing Opposition 407
The Minjung Movement 408
Marking Time in 1980s North Korea 409
Democratization of South Korean Society 411
IM KWON-TAK, 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
CHAPTER THIRTEEN

GLOBALIZATION WITH EAST ASIAN CHARACTERISTICS (EARLY 1990S–2010)

WORLD CONTEXT 428

GLOBAL JAPAN 430
New Directions in Politics 430
The Traumatic 1990s 431
The Koizumi Years and Beyond 434
The End of LDP Government? 436
OE KENZABURO, NOBEL LAUREATE 436
Japanese Arts and Culture on a Global Stage 438

KOREA AT CENTURY’S END: NEW BEGINNINGS 440
Settling Accounts and Democratization 441
The Great Transformation: South Korean Society in the 1990s 442
Isolation, Economic Failure, and Nuclear Politics in North Korea 443

The Great Famine 445
KIM DAE JUNG, FROM PRISON TO PRESIDENCY 446
The Asian Financial Crisis and its Aftermath 447
The “Sunshine Policy” and Rapprochement with North Korea 448
The Two Koreas in the New Millennium 449

THE REEMERGENCE OF CHINA AND TAIWAN 451
Post-Tiananmen Foreign Relations and Trade 451
Deng’s Last Years 452
The PRC at the Millennium: Globalization and Domestic Control 453
Religion and Falun Gong 457
The Great Firewall and Transnational Diseases 457
9/11 and the SCO 458
Hong Kong 459

Taiwan and the Politics of Reunification 459
ZHANG RUIMIN, LEGENDARY ENTREPRENEUR 460
The 2008 Beijing Olympics 461

DIASPORAS 462
Japan 462
North Korean Refugees 463
China 463

CONNECTIONS 464
Politics 464
Economics 465
Culture 465
Regional Connectivity 465

Notes 466
Glossary 467
Bibliography 469
Index 472
Picture Credits 480