

Professor Tillman

Office: UNIV 128
 Phone: 765-494-4132 (o); 50-542-6307 (c/text)
 Email: mtillma@purdue.edu
 Office Hours: Tuesdays 2:30-3
<https://purdue-edu.zoom.us/j/96550842095>

Course Information

Spring 2022
 MWF 12:30-1:20
 UNIV 241
 CCN 15934

HISTORY 241

EAST ASIAN EXPERIMENTS WITH MODERNITY, 1800-PRESENT (DRAFT)

Course Description: The history of East Asia, from the dominance of the Qing empire to encounters with Western imperialism in the nineteenth century; the rise of modern Japan in the early twentieth century; the impact of World War II on the Cold War, and the subsequent economic growth in the region.

Course Goals:

- (1) to impart familiarity with the politics and societies of China, Japan, and Korea;
- (2) to instill an appreciation of different cultures, especially through the development of historical imagination;
- (3) to create an understanding of historical methods, especially as a tool of criticism and analysis;
- (4) to impart a nuanced understanding of different processes of modernization and their consequences

Learning Objectives:

- (1) to assess sources:
 - a. to understand the differences between fiction and non-fiction, and among different types of sources
 - b. to see what different types of sources can reveal, and what their limitations are
- (2) to evaluate information:
 - a. to read primary sources closely
 - b. to interpret information in light of context, chronology, causality, contingency, and complexity
- (3) to write evidence-based arguments:
 - a. to write theses that are tenable, argumentative, and relevant
 - b. to draw upon sources that are offered in class and in assigned reading
 - c. to relate those arguments to the historical narrative
 - d. to use reasoned logic, especially regarding context, causality, contingency, and complexity

Required Readings:

Ebrey, Patricia Buckley, and Anne Walthall. *Modern East Asia from 1600: A Cultural, Social, and Political History*, 3rd Edition. Wadsworth Cengage, 2013. [Ordered for University Bookstore]. Price of the textbook: 22 dollars to rent, paperback, from amazon.com; 40 dollars to rent, in electronic form, from amazon.com

Course readings (Blackboard)

Course Requirements:

Participation: 20%

Includes homework, primary-source discussions, etc.

These days are marked in blue on the syllabus; readings are in green

Exams

Online Midterm 1: 15%

In-class Essay Midterm 1: 10%

Midterm 2: 15%

In-class Essay Midterm 2: 10%

Final (in-class and essay): 30%

Total: 100%

94-100%	= A	73-76	= C
90-93	= A-	70-72	= C-
87-89	= B+	67-69	= D+
84-86	= B	63-66	= D
80-83	= B-	60-62	= D-
77-79	= C+	< 60%	= F

SCHEDULE AND READINGS

Introduction to East Asia

Mon. Jan. 10. Introduction to the class.

Wed. Jan. 12. Civil Service Exams in China, Korea, and Japan

Fri. Jan. 14. Geography and Political Philosophy

Homework: Read Confucius:

http://afe.easia.columbia.edu/ps/cup/confucius_analects.pdf

**Create a meme based on your selection of one of the sayings of the Analects
Post to BrightSpace**

Mon. Jan. 17. Martin Luther King, Jr. No class meeting.

Wed. Jan. 19. **The Qing Conquest**

Fri. Jan. 21. **The Multi-ethnic Qing Empire**

Mandatory reading: Ebrey, Chapter 16, “Manchu Empire”

Qianlong, two edicts

Part One: The Western Challenge and China’s Decline

Mon. Jan. 24. The Opium Wars

Mandatory reading: Ebrey, Chapter 18: “China in Decline” (p. 314-322)

Yan Fu, Excerpts from “Learning from the West”

Wed. Jan. 26. The Taiping Rebellion and Self-Strengthening

Mandatory reading: Ebrey, Chapter 18: “China in Decline” (p. 322-328)

Excerpts from Ode for Youth

Fri. Jan. 28. The Boxer Rebellion

Mandatory reading: Ebrey, Chapter 18: “China in Decline” (p. 328-332)

Mon. Jan. 31. The Way of the Samurai.

Reading: Ebrey, Chapter 17: “Edo Japan”

“The Way of the Samurai”

Wed. Feb. 2. Japan in Turmoil.

Ebrey, Ch. 19: “Japan in Turmoil” (333-346)

New Theses : “The Barbarians’ Nature”

Fri. Feb. 4. The Meiji Transformation

Ebrey, Ch. 20: “Meiji”

Selection from Fukuzawa’s autobiography

Mon. Feb. 7. The Satsuma Rebellion

Wed. Feb. 9. The Perfect Confucians

Ebrey, Ch. 15: “Joseon/Choson”

On Sinifying the Western Barbarians”

Fri. Feb. 11. Kingly Reform in the 19th century.

Ebrey, Ch. 21: “Korea in the Turbulent 19th century”

Tonghak Rebellion sources

Mon. Feb. 14. The Sino-Japanese War.

“Li Negotiates with Ito”

Wed. Feb. 16. Review and Primary-source workshop

Homework: Select a postcard and write a letter, as though you were a missionary or trader in a specific place in East Asia

<https://ldr.lafayette.edu/collections/z890rv461?page=2>

https://visualizingcultures.mit.edu/gt_japan_people/ga1_visnav_menu.html

Upload your homework to BrightSpace

Fri. Feb. 18. The Russo Japanese War.

Ebrey, Ch. 22, p. 382-383.

Mon. Feb. 21. Midterm

Part Two: The Rise and Fall of the Japanese Model

Wed. Feb. 23. No class; online midterm due

Fri. Feb. 25. The Politics of Taishou Japan.

Ebrey, Ch. 22: “Rise of Modern Japan”

Mon. Feb. 28. War Mobilization in Japan.

“Illusions of the White Race” (1921)

Wed. March 2. The Japanese Military Occupation of Korea

The Declaration of Independence (1919)

Ebrey, Ch. 23: “Modernizing Korea and Colonial Rule”

“Buckwheat Season”

“Ready-Made Life”

Fri. Mar. 4. [Class off-line]

Mon. Mar. 7. Korean Resistance

Manifesto of the Korean Communist Party in Shanghai (1921)

Wed. Mar. 9. Remaking Modern China, Day One

Ebrey, Ch. 24, pp. 415-429

Zhu Ziqing, “Selecting a Wife

Fri. Mar. 11. Remaking Modern China, Part 2: Japan and China’s May Fourth

Movement Ebrey, Ch. 24, pp. 422-246

Chen Duxiu “Our Final Awakening”

Mar. 14 - 18. Spring Vacation.

Mon. Mar. 21. Japanese Colonialism [Primary Source Workshop]

Discussion of “Buckwheat Season” (BrightSpace)

Discussion of “Ready-Made Life” (BrightSpace)

The Torrent

<https://apjif.org/-Erin-L--Brightwell-----Ch--y--/5101/article.pdf>

Japan's Educational System in Taiwan

<https://taiwanprimarysources.files.wordpress.com/2021/08/hu.pdf>

Wed. Mar. 23. World War II and Japan

Ebrey, "WWII: Connections," 430-444; Ch. 26, p. 456-461

Fri. Mar. 25. Japanese Occupation and Communist subversion in WWII

Ebrey, Ch. 25, 444-452

Chiang Kai-shek, "China Cannot be conquered"

Mon. Mar. 28. **The Atomic Bomb and the Defeat of Japan**

"The Decision to Use the Atomic Bomb"

Wed. Mar. 30. Review

Fri. April 1. Midterm 2

Part Three: The Cold War and the Emergence of New Economic Paradigms

Mon. April 4. **The End of WWII and Chinese Civil War**

Mao Zedong on Guerilla Warfare

Ebrey, Ch. 35, 452-454

Wed. Apr. 6. Occupied Japan

Ebrey, Ch. 26, 461-465

Article 9

Fri. Apr. 8. The Korean War

Ebrey, Ch. 28, pp. 490-498

Mon. Apr. 11. China in the 1950s

Ch. 27, "China Under Mao"

"Leaning to One Side"

Wed. Apr. 13. Japan in the 1950s

Ebrey, Ch. 26, 465-471

Fri. Apr. 15. The Vietnam War and East Asia

Mon. Apr. 18. The Japanese Economic "Miracle"

Ebrey, Ch. 29 "Contemporary Japan"

Frost

Wed. Apr. 20. The Korean Economic "Miracle"

Ebrey, Ch. 28, p. 498-508

Fri. Apr. 22. The Chinese Economic "Miracle"

Conclusions

Mon. Apr. 25. **Primary Source Day**

Cold War Divisions

<https://taiwanprimarysources.files.wordpress.com/2021/09/yang.pdf>

Wed. Apr. 27. History Beyond the Cold War.

Fri. Apr. 29. New Developments in East Asia and review

Final Exam TBA.

*Note: this syllabus is a living document, and the professor reserves the right to change the syllabus

**Note: text in non-bold italics, below, is taken from Purdue University's administration.

ASSESSMENT (EVALUATION OF STUDENT WORK)

If students encounter difficulty, they are encouraged to ask professor or TA for advice about how best to study *at the beginning of the semester*, but the professor cannot change a grade at the *end* of the semester based *purely* on mercy.

Participation consists of performance on in-class assignments, entry tickets, exit tickets, and at-home quizzes. Participation assesses in-class performance and may not be "made-up."

Participation grades include an element of civility in the classroom. The professor wishes to encourage an environment in which students may speak without fear that their classmates will disparage them. In cases of repeated and/or gross violations of civility, the professor reserves the right to completely revoke the student's *entire* participation score. Please visit Purdue's Nondiscrimination Policy for more information:

http://www.purdue.edu/purdue/ea_eou_statement.html

POLICIES**HEALTH AND WELLBEING**

Confucius reminded us that our bodies are a gift from our ancestors. Protect your health through safe Covid guidelines, and stay home if you are sick. Email the instructor in a timely manner.

Purdue requires the "Protect Purdue Pledge": <https://protect.purdue.edu/pledge/>

Physical health is just one aspect of wellbeing. If you are under emotional or financial distress, please consider speaking to a counselor on campus.

EXAMS:

A portion of the midterm will be online, and another portion will be an in-class essay examination.

NOTE ON FLEXIBILITY:

The syllabus is a "living document" and subject to change according to the discretion of the professor. The professor will give students advanced notice of any changes to the syllabus.

REGULATIONS REGARDING PERSONAL INFORMATION:

If students wish to allow the instructor to disclose information such as grades in letters of recommendation, they must provide written consent according to FERPA. Also because of FERPA, faculty cannot email grades to students.

EMERGENCY ANNOUNCEMENTS:

In the event of a campus emergency or school closure, classes or assignments may be cancelled. Remember to check your school email, connected through Blackboard, for updates.

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

STUDENTS WITH DISABILITIES

Please meet with the professor as soon as possible to discuss ways to accommodate your specific learning needs. (All students, regardless of disability, are very welcome to discuss ways to study and learn more effectively.)

Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

MEDIA POLICY

Students are discouraged from using laptops and cell phones in class except on “G-handout” days. Cell phones may not be used during exams for any reason, or else students will forfeit their grade for the exam. After a *second* infraction, students will forfeit their *entire* participation grade.

PARTICIPATION AND COOPERATIVE WORK.

Instead of assessing participation as either only attendance or only vocal contributions in class, we want to have a range of assessments to help students participate. “G-handouts,” using are an experiment to help students discuss material and study together. Passwords for the Google docs are given in class, and then, for a period of time in class, students will break into small groups to write notes. G-handouts are graded for completeness. Students may download the read-only spreadsheet until midnight of that night.

ATTENDANCE POLICY. Across the classes I have taught, I have found that attendance is strongly correlated with student performance on assessments. That said, please stay home if you are sick. The main thing is that if you miss a class (or a week), you need to check Brightspace and ***remain in contact with the instructor.*** *Please do not wait until the last week of class or after class ends to inform the instructor of a substantial reason for your absence in class and on midterms, etc.*

According to Purdue, it is the “University's expectation that students should be present for every meeting of a class/laboratory for which they are registered.” The following is the language of the university.

Students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible...For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students, (http://www.purdue.edu/studentregulations/regulations_procedures/classes.html).

GRIEF ABSENCE FOR STUDENTS

Students must present a signed document from the Dean in order to be granted grief absence.

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for misses assignments or assessments in the event of the death of a member of the student's family.

MISSED OR LATE WORK

Because the optional assignment is optional, it may not be submitted late. If the student has a documented and acceptable reason for missing an in-class exam, the student will need to notify the professor in advance of, or during, the exam, and reschedule. Up to two “tickets/quizzes” may be made-up during the final exam; they will not be the same “tickets” as the ones originally offered.

VIOLENT BEHAVIOR POLICY

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational

and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

ACADEMIC HONESTY AND PLAGIARISM

Social scientists have shown that students cheat when they feel that other students are cheating and they would be disadvantaged by not doing so. The professor wishes to create an environment in which students feel comfortable doing their own work, because only by doing so will they be able to develop the skills that they need to assess sources, evaluate information, and write arguments.

The instructor thus has regulations that discourage cheating, and penalties are incurred for not obeying those regulations, rather than cheating per se. The exams for this course are closed-book in order to help students avoid cheating. Students caught with outside material or cell phones will receive a "0" for that assignment, and a second offense will result in the loss of the student's participation score (thus, the student could receive grade reduction of 25-40%, simply for being caught with a cell phone). The Dean of Students' Office provides a useful guide entitled "Academic Integrity: A Guide for Students"

(<http://www.purdue.edu/ODOS/osrr/integrity.htm>). The website lists as cheating: altering grade records, which includes attendance sheets; copying another student's work; not attributing authorship to sources. There is no guarantee that any student caught cheating will pass the class.

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [University Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

NON-DISCRIMINATION

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in [Executive Memorandum No. D-1](#), which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.

GUIDES TO PRIMARY SOURCE DISCUSSIONS

The Qing Empire and Imperialism

	In what context was this document written? (When was it written? What sort of document is it? Who was the audience?)	What is the viewpoint of the person writing it?	What evidence does the writer use to support his viewpoint?
--	--	---	---

Qianlong's Edict (1)			
Qianlong's Edict (2)			
Macartney to George III			
Memorial to Legalize Opium			
Memorial to Ban Opium			
Lin to Victoria I			

Japan's Presence in Asia

	What type of work is this? When was the work written?	How are relationships depicted? Does economics play a role?	What is the influence of Japan? Is that influence overt or not?
Lu Xun, "Preface"			
"Ready-Made"			
"Buckwheat Season"			

Historical Biography

	Who are these people, and how do you describe them?	What sources have you read about these people, and what sort of sources are they?	How do the sources shape or influence the way that you see these people?
Kang Xi			
Macartney			
Fukuzawa			
Lu Xun			
Deng Chunlan			
Chiang Kai-shek			

Experiences of Colonialism

	Is this fiction or non-fiction? What does the text tell you are not tell you?	What is the relationship of the main characters to Japan/Japanese colonialism?	What does this tell you about Japanese colonialism?
Buckwheat Season			
Ready-Made Life			
Torrent			
Educational Policies			

Effects of World War II

	Describe wartime experiences/general situation during the war	What did resistance to Japanese imperialism look like? What happened to resisters? Where did they go?	What happened after WWII?
China			
Japan			
Korea			

Economic Growth

	When and how did these countries experience economic growth?	Describe the political economy and corporations involved	What factors encouraged growth?
China			
Japan			
Korea			