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| **Professor Tillman** | **Course Information** | |
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History 241

east asian Experiments with modernity, 1800-present

**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:
   1. to understand the differences between fiction and non-fiction, and among different types of sources
   2. to see what different types of sources can reveal, and what their limitations are
2. to evaluate information:
   1. to read primary sources closely
   2. to interpret information in light of context, chronology, causality, contingency, and complexity
3. to write evidence-based arguments:
   1. to write theses that are tenable, argumentative, and relevant
   2. to draw upon sources that are offered in class and in assigned reading
   3. to relate those arguments to the historical narrative
   4. 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

Entry tickets & exit tickets: 27%

Participation in class and through Google assignments: 23%

Online quizzes: 5% total

Exams

Midterm 1: 10%

Midterm 2: 15%

Final: 20%

Total: 100%

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

**Schedule and Readings**

|  |  |  |
| --- | --- | --- |
| (1) Mon, Jan. 11 | What is history? |  |
| (2) Wed, Jan. 13 | Political philosophy  **Exit Ticket** | *Readings on philosophy* |
| (3) Fri, Jan. 15 | The Civil Service Exams | Ebrey et al., 314-332  **Online syllabus quiz due by midnight** |
| **Mon. Jan. 18** | **NO SCHOOL** | **MLK, Jr. DAY** |
| (4) Wed., Jan. 20 | Qing China  **Entry Ticket** | Ebrey, Ch. 17 “Manchu Empire”  *Kangxi, Valedictory Edict* |
| (5) Fri, Jan. 22 | Opium Wars | Ebrey, Ch. 18 “China in Decline”  *Macartney and the Emperor, Two Edicts from the Qianlong Emperor* |
| (6) Mon. Jan. 25 | The Taiping Rebellion and Self-Strengthening | *Memorials Banning Opium*  *Lin to Victoria I*  *Nanjing Treaty*  **Online map quiz due by midnight (China)** |
| (7) Wed., Jan. 27 | The Boxer Uprising & Qing Decline |  |
| (8) Fri., Jan. 29 | **G-handout** |  |
| (9) Mon. Feb 1 | The Way of the Samurai | Ebrey, Ch. 17 “Edo Japan”  *The Way of the Samurai* |
| (10) Wed. Feb. 3 | Japan in Turmoil | Ebrey, Ch. 19 “Japan in Turmoil”  *Fukuzawa* |
| (11) Fri. Feb. 5 | The Meiji Transformation  **Exit Ticket** | Ebrey, Ch. 20 “Meiji”  *Meiji Constitution; Charter Oath* |
| (12) Mon. Feb 8 | The Satsuma Rebellion | **Online map quiz due by midnight (Japan)** |
| (13) Wed. Feb 10 | Korea: the Perfect Confucians | Ebrey, Ch. 15 “Joseon” |
| (14) Fri. Feb. 12 | Kingly Reform  **Exit Ticket** | Ebrey, Ch. 21 “Korea in the Turbulent Nineteenth Century” |
| (15) Mon. Feb. 15 | The Sino-Japanese War | **Online map quiz due by midnight (Korea)** |
| (16) Wed Feb 17 | Midterm Review |  |
| (17) Fri Feb 19 | **FIRST MIDTERM** |  |
| (18) Mon Feb. 22 | War Mobilization in Japan | Ebrey, Ch. 22 “Rise of Modern Japan” |
| (19) Wed Feb. 24 | Taishou Japan |  |
| (20) Fri Feb 26 | Occupied Korea  **Entry Ticket** | Ebrey, Ch. 23 “Modernizing Korea”  *“Ready-Made Life”* |
| (21) Mon Feb 29 | Occupied Korea  **Entry Ticket** | *“Buckwheat Season”* |
| (22) Wed March 2 | 1911 Revolution | Ebrey, Ch. 24 “Remaking China”  *Lu Xun, Preface* |
| (23) Fri March 4 | Japan in China |  |
| (24) Mon March 7 | Cultural Revolutions | Ebrey, Ch. 25 “War and Revolution” (until 461)  *Selecting a Wife*  *Deng, Self-Emancipation* |
| (25) Wed March 9 | Chinese Nationalism | *Chiang, Why I am a Christian* |
| (26) Fri March 11 | **G-handout** |  |

**MARCH 14-19: SPRING BREAK**

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| --- | --- | --- |
| (27) Mon. Mar 21 | WWII: Chinese Nationalism |  |
| (28) Wed. Mar. 23 | WWII: Japanese Nationalism  **Exit Ticket** | Part of Ebrey, Ch. 26, “War and Aftermath” (461 to end) |
| (29) Fri. Mar. 25 | Occupied China | *Lin, Dawn Over Chongqing* |
| (30) Mon. Mar. 28 | The Chinese Civil War |  |
| (31) Wed. Mar. 30 | Midterm Review |  |
| (32) Fri. April 1 | **SECOND MIDTERM** |  |
| (33) Mon. April 4 | **Film: Ode to My Father** |  |
| (33) Wed. April 6 | **Film: Ode to My Father** |  |
| (34) Fri. April 8 | **Film: Ode to My Father** | **Online quiz on the film** |
| (35) Mon. April 11 | Occupied Japan  **OPTIONAL ASSIGNMENT DUE** | Part of Ebrey, Ch. 26  *Barefoot Gen* |
| (36) Wed. April 13 | Divided Korea  **Exit Ticket** | Ebrey, Ch. 28 “Korea”  *Stueck, “Korean War”* |
| (37) Fri. April 15 | Political Reforms: China | Ebrey, Ch. 27 “China Under Mao” |
| (38) Mon. April 18 | The Japanese Economic “Miracle”  **Entry Ticket** | Chapter 29, “Contemporary Japan”  *Frost, “Economic Miracle”* |
| (39) Wed. April 20 | The Korean Economic “Miracle” | *Eberstadt, “Korea’s Economic Miracle”* |
| (40) Fri. April 22 | The Chinese Economic “Miracle” | *Gilley,* *Model Rebels* |
| (41) Mon. April 25 | **G-handout** |  |
| (42) Wed. April 27 | Remnants of the Cold War |  |
| (43) Fri. April 29 | Exam 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. Do not order the professor to prevent a particular student from speaking in class. Participation grades are entirely subject to the will of the professor, and 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>

**Exams** include 1 essay and 10 short-answer questions (a phrase to sentence).

**Optional Assignment**

In addition to these grades, there will be one extra-credit project for students wishing to replace one of their midterm grades (thus, 10% or 15% of the final grade). This project will require a significant amount of extra work. If the student receives a grade lower than his or her lowest midterm grade, it will still count. The directions for the assignment are provided here: https://www.academia.edu/11910095/Hiroshima\_Assignment

**General Grading Rubrics**

*Grades are based on (1) familiarity with the material and (2) interpretive skill, and NOT on (1) language ability or (2) political viewpoint.*

***Online Quizzes***

Grade is based on the correct answers that are completed by the student. Do **not** take the quiz on your cell phone or iPad; the instructor is not responsible for the “0” that you will receive if you do.

***G-handouts.***

Grades are assigned communally (for your entire group), and are based on whether or not you are able to complete the questions accurately in class. Questions are provided in the reading list. Groups will be assigned on Blackboard.

***Entry tickets.***

9-10 points: the student does an exemplary job of answering the questions, with insights grounded in information from the reading material

6-8 points: the student demonstrates having read the material and gone to lecture

5 points: student admits to not having read the assignment

2-4 points: the student includes some accurate information that is extraneous or incomplete

1 point: student’s name is written on the paper, thus signifying attendance; the sheet is blank

0 points: student does not come to class.

***Exit tickets.***

9-10 points: the student does an exemplary job of answering the questions, with insights grounded in information from the reading material

5-8 points: the student demonstrates listening to parts of the lecture

2-4 points: the student includes some accurate information that is extraneous or incomplete

1 point: student’s name is written on the paper, thus signifying attendance; the sheet is blank

0 points: student does not come to class.

***Participation in class.***

A: student answers questions when called upon, even when s/he is not able to provide the right answer, participates in class esp. in group activities (“g-handout” days)

B: student is civil, pays attention, plays well with others

C: student distracts others by coming in late, surfing online, etc;

D-F: student is disruptive and hostile in class; refuses to respond when called upon; has private conversations in class; does not correct behavior when called out

***Essay Exams.***

A: student demonstrates a nuanced understanding of the question, and provides a full and complete response with thoughtful reflections on the readings and lectures

B: student answers the question proficiently with information learned from the readings and the lectures

C: student demonstrates some familiarity with the readings, but not complete; answers the question with limited knowledge or knowledge gleaned from popular fiction or film

D: student attempts to answer the question but does not demonstrate familiarity with the readings, lectures, or subject matter

F: significant errors in understanding, incomplete exam

0: student does not take the exam

**Policies**

**Exams:**

If students need to reschedule a midterm or exam, they should provide a documentable excuse. Students sit in assigned seating during exams. Midterm review sheets will be given in class (not via email or Blackboard); if students are caught cheating, and other students do not report on the offender, midterm review sheets will discontinue for the entire class.

**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 or to students’ parents.

**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 in addition.

**Google Cooperative Work.**

“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.** Attendance is strongly correlated with student performance on assessments. The professor follows the “University's expectation that students should be present for every meeting of a class/laboratory for which they are registered.”

*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.*

**Use of Copyrighted Materials**

*Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.*

*Notes taken in class are, however, generally considered to be “derivative works” of the instructor’s presentations and materials, and they are thus subject to the instructor’s copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion, and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.*

**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*](http://www.purdue.edu/univregs/)*] 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]*

**Reassessing Grades**

Sometimes errors in grading occur. Students would be well advised to check against grading rubrics before discussions with the professor, which could result in either a higher or lower grade.

**Nondescrimination**

*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*](http://www.purdue.edu/policies/pages/human_resources/d_1.html)*, which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit* [*www.purdue.edu/report-hate*](http://www.purdue.edu/report-hate) *to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.*

**Google-handouts**

*Students should “read along” with class lecture, but they will be responsible for 1-2 particular readings on these days. Check Blackboard to see what your group/reading.*

**Friday, January 29**

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 |  |  |  |

**Friday, March 11**

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 would 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 |  |  |  |

**Monday, April 25**

Experiences of Childhood and War

|  |  |  |  |
| --- | --- | --- | --- |
|  | What is the genre represented? What is the impact of the genre? | How does the work represent the experiences of war? | What are the family relationships represented, and how are they impacted? |
| Dawn Over Chongqing |  |  |  |
| Barefoot Gen |  |  |  |
| Ode to My Father |  |  |  |

Discussion: 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 |  |  |  |

Discussion: 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 |  |  |  |