



History 241: Modern East Asia

- In person, Mondays, Wednesdays, Fridays 1:30 - 2:20 PM in GRIS 102
- 3 credit hours
- No prerequisites
- Contact me within the first week if you would like to do an honors contract

Professor Tillman

- mmtillman@purdue.edu
- OH: in-person BRNG 6154, Mondays 2:30-3:30; on WebEx Tuesdays 3:30-4:30 PM

Please mask while visiting me in my office. If you are visibly ill while in my office, I reserve the right to end the meeting.

Course Description

History has shaped the way East Asians perceive international relations across the region and beyond, but Americans rarely think about that past. This course seeks to introduce students to the modern histories, cultures, and societies of China, Korea, and Japan, and their impact on one another. Our course is roughly chronological, moving from the dominance of land-based agrarian empires to their displacement by sea-faring naval powers in the 19th century, as illustrated by the Opium Wars; the rise of Japan and its failed attempts to curb Western imperialism and Communization as well as the adverse effects of Japanese colonialism; the onset of the Cold War resulting from unanswered problems of the Second World War, to the advent of protest movements and new forms of soft power. The major question of this class is how East Asians have experimented with modernization in ways that challenge Anglo-American paradigms. In the process, we will read a variety of historical and literary accounts to develop our historical imaginations.

Learning Outcomes

Learning outcomes help you outside the classroom:

Please note that in letters of recommendation, letter writers are often asked, “How does this person work in groups? Do they show leadership potential?” And the like.

By the end of the course, you will be able to:

1. Identify major terms associated with East Asia.
2. Outline historical change.
3. Identify bias in historical sources.
4. Connect historical sources as examples in larger trends.
5. Explain causality and complexity.
6. Imagine the past and the agency of people in the past.
7. Compare and contrast historical phenomena across East Asia.

Assignments:

Assessments	Due	Weight
Participation	throughout	5%
Workshop assignments (4x2)	Friday, January 19 Friday, January 26 Wednesday, February 14 Friday, February 23	8%
In-class writing assignments (4x8)	February 2 March 6	32%

	March 22 April 17	
Reading quizzes (4x2)	February 28 March 1 March 4 March 20	8%
Tests (2x10)	February 16 April 5	40%
Final reflection	April 26	5%
Initial introduction	Friday, January 10	2%
Course evaluation participation	Finals week	
Total		100%

- The initial introduction allows me to get to know you and your reasons for taking this course, and helps us to make any individual adjustments that may be necessary.
- Attendance is taken in the course, but participation does not simply mean that you are physically present. In workshop activities, *you need to be an active member of the team and not simply sit near your teammates.*
- Workshop assignments are meant to build skills in the historical discipline, such as reflecting on historical contingency and issues of agency in the past, visual analysis, the creation of archival sources. On days that we have workshops, we will discuss an issue or topic and then break out into small groups to discuss these issues. Together, students will write and submit a reflection on BrightSpace that will be graded. If you miss class on these days, please consult the material to write your own reflection for submission by the end of the day.
- In-class writing assignments encourage students to develop skills of synthesis and analysis. Students are encouraged to use examples that we have been reading for class. They will be given a list of these readings, but they do not need to have the materials in front of them; they just need to remember salient examples.
- Two multiple-choice tests cover your knowledge of the “textbook material.” I try to base the questions on material that is both covered in lecture and in the textbook, where possible; you will find the information for the answers in one of these two places. These tests are on BrightSpace and will take place during class time. They are open note, but you will need to review for the tests before you take them, so that you
- The final reflection will ask you to consider what you have learned from the course: Are you now familiar enough with East Asia to have a conversation about relevant topics? Do you have historical skills of identifying change over time, causality, context, complexity, and contingency? Do you understand how bias affects the way that certain records are created and then preserved? Do you have a historical imagination that allows you to take into account agency, complexity, and contingency? What readings or activities most helped you develop these skills (and should I keep in future iterations of the course?)

Course Schedule

Date	Topics (Readings due before class)	Assignments
Unit One: The “Confucian” Order and Western Imperialism		
Week 1		
Monday, Jan 8	Introductions	
Wed, Jan 10	Ecology Geography, and Political Thought	
Fri, Jan 12	Lecture: The Manchu Conquest Ebrey	Intro (BS)
Week 2		
Monday, Jan 15	MLK Day, no school	
Wednesday, Jan 17	Encounters with the West Qianlong, “two edicts”	
Friday, Jan 19	The Opium Wars	Workshop assignment (1)
Week 3		

Monday, Jan 22	Lecture: How was traditional Japan unique? (Background if missing class: Ebrey, Chapter 17)	
Wednesday, Jan 24	Lecture: Edo in Decline Ebrey, Ch. 18	
Friday, Jan 26	Workshop: How should Japan respond to the US?	Workshop assignment (2)
Week 4		
Monday, Jan 19	Lecture: How was traditional Korea unique?	
Wednesday, Jan 31	Lecture: Korea in the 19 th century (Ebrey, Ch. 21)	
Friday, Feb 2	Encounter and historical contingency Sinifying Western Barbarians	In-class writing assignment (1)
Week 5		
Monday, Feb. 5	Lecture: Japan/The Meiji Transformation Ebrey Ch. 20: Meiji http://afe.easia.columbia.edu/ps/japan/charter_oath_1868.pdf http://afe.easia.columbia.edu/ps/japan/meiji_constitution.pdf	
Wednesday, Feb. 7	Lecture: Japan/ Satsuma Rebellion (Also for discussion: Fukuzawa Yukichi, “Leaving Asia” (Ebrey, 360-361)	
Friday, Feb. 9	Lecture: The Sino-Japanese War and the Russo-Japanese War: World War Zero? <i>Background</i> – Ebrey, Ch. 22, esp. 382-383 http://afe.easia.columbia.edu/ps/japan/portsmouth.pdf	
Week 6		
Monday, Feb. 12	Lecture: The Taiping Rebellion and The Boxer Rebellion	
Wednesday, Feb. 14	Workshop: Visualizing Conflict History 241 Visual analysis.docx	Workshop assignment (3)
Friday, Feb. 16	No class.	Test 1
Week 7		
Mon, Feb 19	China: How do we define revolution?	
Wed, Feb 21	Communism and Anarchism attractive in East Asia	
Friday, Feb. 23	Workshop: Tracing the Past Read Joseph Ho History 241 Missionary Records	Workshop assignment (4)
Week 8		
Monday, Feb. 26	Japan/Taisho Period Read/discuss image on page 383; Negotiations between a strike group, p. 392-393	
Wednesday, Feb. 28	Korea/Japanese Colonization Read “Buckwheat Season”	Reading quiz 1 (BS)
Friday, March 1	Economic Imperialism in Korea Read “A Ready-Made Life”	Reading quiz 2 (BS)
Week 9		
Monday, March 4	Taiwan/Japanese Colonization Read “Torrent”	Reading quiz 3 (BS)
Wednesday, March 6	Discussion of Torrent, Buckwheat Season, and Ready-Made Life	In-class writing assignment (2)
Friday, March 8	No class. Asynchronously watch an interview with Paul Barclay	
Week 10: Spring Break (March 11-15)		
Week 11		

Monday, March 18	Lecture: Japan's Road to War Ebrey, Ch. 26, esp. 456-460 ("Wartime Mobilization")	
Wednesday, March 20	China's War Experiences	Reading Quiz due 4 (BS)
Friday, March 22	Discussion: Eyewitnesses (Excerpts of <i>Soldiers at War</i>)	In-class writing assignment (3)
Week 12		
Monday, March 25	Japan's Defeat and Occupation Ebrey, Ch. 26 to end	
Wednesday, March 27	China, Divided: A turning point in the Cold War? Ebrey, Ch. 27. 448-435	
Friday, March 29	Korea, Divided: A turning point in the Cold War? Ebrey, Ch. 28, esp. 490-492	
Week 13		
Monday, April 1	The Vietnam War: A turning point in the Cold War?	
Wednesday, April 3	Maoist China	
Friday, April 5	No class.	Test 2 (BS)
Week 14		
Monday, April 8	North Korea	
Wednesday, April 10	Japan's Economic Miracle Ebrey, Ch. 29 Peter Frost, Japan's economic miracle: https://aboutjapan.japansociety.org/postwar_japan_1952-1989 "Japan's Gross National Cool": https://foreignpolicy.com/2009/11/11/japans-gross-national-cool/	
Friday, April 12	South Korea's Economic Miracle Ebrey, Ch. 28, esp. 498-end	
Week 15		
Mon, April 15	Taiwan and Singapore's Economic Miracles	
Wed, April 17	China's Economic Miracle Ebrey, Ch. https://www.wsj.com/articles/chinas-economic-miracle-that-wasnt-11668708575	In-class writing assignment (4)
Fri, April 19	Regional Conflicts, Global Problems	
Week 16: No class (April 22-27)		
Fri, April 26		Final Reflection due (BS)

Learning Resources

- Ebrey, Patricia Buckley, and Anne. Walthall. *Modern East Asia : From 1600 : A Cultural, Social, and Political History*. 3rd ed. Boston: Wadsworth Cengage Learning, 2014.
- [Tatsuzo, Ishikawa; Željko Cipriš, trans. *Soldiers Alive*. Honolulu: University of Hawaii Press, 2003.](#)

Attendance Policy

The university expects in-person attendance; please see the [University Academic Regulations regarding class attendance](#). With Covid and other diseases, we need to protect ourselves and other people by staying home when we are sick. If you are sick, please contact me, and make up the assignments that we are doing in class (which vary by type of day—lecture, workshop, seminar, and roundtable).

Please go through the [Office of the Dean of Students \(ODOS\)](#) for cases of grief/bereavement, military service, jury duty, parenting leave, or emergent medical care.

General Attendance Considerations

- *If you need to miss class, please email the instructor and keep up with the reading.*
- *Lectures should be available through BrightSpace.*
- *For days that we have a workshop, you will be expected to do the workshop questions yourself and to submit them by the end of the day.*
- *Physical presence in the classroom is not the same as participation, which may manifest in different ways across our diverse student community. We encourage a focus on ways for students to demonstrate their engagement by following suggestions in the [Tips for Enhancing Student Engagement document and webpage](#).*

Academic Integrity

In individual in-class writing assignments, do not use pre-prepared information or sheets. All ideas should be your own, or else you should attribute them to those whose ideas they are.

Accessibility

Ensuring that Purdue students have access to equitable learning experiences is a University-level commitment and is the responsibility of all members of the Purdue community. The Disability Resource Center (DRC) is a key partner in this work and is a resource for students and instructors. Please contact the DRC for accommodations if they are appropriate:

drc@purdue.edu or by phone: 765-494-1247.

You do not need to have a disability to have your needs accommodated in this class. Everyone has different learning styles, and if you are having trouble in this course, please let me know.

Mental Health/Wellness

Seeking help is an important life skill. We seek to foster a culture at Purdue where students are explicitly encouraged and even expected to access the resources available.

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [Therapy Assistance Online \(TAO\)](#), a new web and app-based mental health resource available courtesy of Purdue Counseling and Psychological Services (CAPS). TAO is available to students, faculty, and staff at any time.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 a.m.- 5 p.m.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc., sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is free and can be done on BoilerConnect.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.