

Purdue University, Department of History  
HISTORY 492

**SKY, SAND, AND SEA:**  
**EXPLORATION IN THE HISTORY OF EAST ASIA**

**PLACE AND TIME**

Tuesday and Thursday, 0900-1015  
BRNG 1242

**COURSE GOALS**

1. To convey information about the history and significance of human exploration in East Asia
2. To develop an appreciation of the relationships between humanity, statebuilding, and the natural world.
3. To improve students' academic writing ability.

Previous study of Japanese history, culture or language is not required for this course.

**Please notify me if you have a learning disability or have physical limitations that require accommodation.** We will work together to develop a plan that suits your needs.

**REQUIRED TEXTS**

**Patrick O'Brien, ed., *Concise Atlas of World History* (Oxford: Oxford University Press, 2002)**

**You do not need to buy any other texts for this class.** Readings will be provided in PDF form and will be accessible to all students via an online platform. Please bring a print and bring a copy of each required reading with you to class.

**CONTACT**

I can be reached at [swijeyer@purdue.edu](mailto:swijeyer@purdue.edu). Please note that if I receive messages after 1800 I may not be able to reply until after 0900 the next day. Notification of absence or requests for extensions should be communicated as soon as possible; messaging immediately before the deadline is generally unacceptable except under extenuating circumstances.

Please take advantage of my office hours; I want to get to know you and I'm there to help. You may also email if you have questions or concerns, but I may not be able to respond to all emails. If it is important, please speak with me in person.

Emails exchanged between us will be professional communications and should therefore be composed politely and properly. This includes addressing them to me by my title and surname. Please do not message me as if composing a text to a friend. Explanations should be clear and concise. You will be expected to be polite and respectful of others in class.

## CLASSWORK

**Grading** for this class will be as follows:

- **Source analysis presentations:** 30%
  - $2 \times 15\%$
- **Final paper [2500-3000 words]:** 40%
  - *Structure:* 5%
  - *First draft:* 5%
  - *Second draft:* 5%
  - *Final essay:* 25%
- **Participation:** 30%
  - *Feedback on other peoples' work:* 15%
  - *Participation in groups and class* 15%

### Basic requirements for all written work:

- In terms of content, in addition to a proper understanding of the concepts, you will be evaluated on your understanding of the timelines involved. For major events you will be expected to know the year (but not necessarily the day or month). For broader trends, you will be expected to know the decade.
- All submissions should be formatted correctly and display proper grammar. For formatting, please see [Purdue's OWL Guidance](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html) on formatting (https://owl.purdue.edu/owl/research\_and\_citation/mla\_style/mla\_formatting\_and\_style\_guide/mla\_general\_format.html).
- All submissions must have the following at the top, left-hand side of your submission:
  - The date
  - Your name
  - The course for which you are submitting the piece
  - My name
- Students unable to complete an assignment by the due date should consult their instructor as early as possible to discuss an extension.
- Extensions are not normally granted for reasons of work due in other courses or extra-curricular activities, but may be granted for reasons of illness or a death in the family. Any extension granted must be confirmed by email from the instructor. In no case will an extension of more than one week be granted. Students submitting written assignments late without an extension are penalised at the rate of one grade per day of lateness.
- **All required work must be submitted in order to receive a final grade for the course.**

### Requirements for essays:

- All essays must be structured according to the guidance provided [here](https://drive.google.com/drive/folders/1ZOlic-TxGwP8DRPduHVPiNNtzW2pVVnM?usp=s_hare_link) (https://drive.google.com/drive/folders/1ZOlic-TxGwP8DRPduHVPiNNtzW2pVVnM?usp=s\_hare\_link)

## PARTICIPATION AND IN-CLASS BEHAVIOUR

I will try my level best not to make this class boring, but in return I expect you to pay attention and

engage with the subject matter.

- Students who sleep, are consistently tardy, do not read the materials, and/or are otherwise not paying attention in class will see their behaviour impacting this mark.
- Please familiarise yourself with the university's policies on:
  - [Academic honesty](http://www.purdue.edu/odos/osrr/academic-integrity/index.html) (www.purdue.edu/odos/osrr/academic-integrity/index.html)
  - [Use of copyrighted materials](http://www.purdue.edu/policies/academic-research-affairs/ia3.html) (www.purdue.edu/policies/academic-research-affairs/ia3.html)
  - [Attendance and other regulations](http://www.purdue.edu/studentregulations/regulations_procedures/classes.html) (www.purdue.edu/studentregulations/regulations\_procedures/classes.html)
- Please turn off all cell phones and pagers. E-mailing or web-surfing via your laptop is also not appropriate. Such distractions will affect your participation grade.
- Depending on the location, you may be allowed to eat or drink in the classroom, but please do not distract other students; if you do, your participation will be affected.
- All work, including readings and web postings, missed due to absence must be made up before the next scheduled class meeting.
- **Attendance is not optional**, but with prior notice you may miss one class without incurring any penalty. Except in the case of genuine and documented emergencies, such absences must be confirmed with me via email before class begins. **Each additional absence will reduce your participation by 5 points.**

**Lectures and classroom discussions may not be recorded in any medium other than notes.**

## **COURSE GUIDE**

*The first session of each week will include a lecture and discussion of half of the sources.  
The second session will focus on a discussion of remaining sources, reviewing essay progress, and  
providing feedback.*

*Items in **red** designate graded items that must be completed in order to score points.*

### **Week 1: Sky, Sand, and Sea in the East Asian Imaginarium**

- **Session I**
  - **Course introduction**
  - **Lecture:** geography in the history of East Asia.
- **Session II**
  - **Discussion of sources.**
    - Keene, Donald. 'The Tale of the Bamboo Cutter,' *Monumenta Nipponica*, Vol. 11, No. 4 (January 1956), pp. 329-355
    - Akima Toshio. 'The Myth of the Goddess of the Undersea World and the Tale of Empress Jingū's Subjugation of Silla,' *Japanese Journal of Religious Studies*, Vol. 20, No. 2/3, Focus on Japanese Scholarship (Jun. - Sep., 1993), pp. 95-185
    - Song, Sun-hee. 'The Koguryo Foundation Myth: An Integrated Analysis,' *Asian Folklore Studies*, Vol. 33, No. 2 (1974), pp. 37-92
  - **[if time] Key Questions**
    - What role did the sky and sea play in the imaginaries of premodern Korea and Japan?
    - What did people understand to be the relationship between humans and these areas?
    - What was the spatial imagination of premodern East Asians?

### **Week 2: Ancient Rocketry in China**

- **Session I**
  - **Lecture:** the premodern history of rocketry.
  - **Discussion of sources:**
    - Jixing Pan, 'On the Origin of Rockets,' *T'oung Pao*, Second Series, Vol. 73, Livr. 1/3 (1987): 2-15
    - Needham, Joseph. 'The Fire-lance, Ancestor of All Gun-barrels,' in *Chinese Ideas About Nature and Society* (Hong Kong: Hong Kong University Press, 1987): 295-334
    - Andrade, Tonio, 'Early Gunpowder Warfare,' in *The Gunpowder Age* (Princeton: Princeton UP, 2012): 29-43
- **Session II**
  - **Key Questions**
    - What were the origins of rocket technology in East Asia?
    - What circumstances gave rise to its emergence?
    - Why did it not develop beyond a certain point?
    - What were the drawbacks of the technology?

### Week 3: Long-Distance Voyaging in Early Modern East Asia

- Session I

- **Lecture:** ancient shipbuilding.
- **Discussion of sources:**
  - Lo Jung-pang 'Conclusions: The Collapse of the Yuan, Rise of the Ming, and China as a Sea Power,' in Ellemen, Bruce A (ed.), *China as a Sea Power, 1127–1368* (Singapore: NUS Press, 2012): 323-343
  - Church, Sally K. 'Zheng He: An Investigation into the Plausibility of 450 ft Treasure Ships,' *Monumenta Serica* Vol. 53 (2005), pp. 1-43
  - Shapinsky, Peter D. 'Predators, Protectors, and Purveyors: Pirates and Commerce in Late Medieval Japan.' *Monumenta Nipponica*, Vol. 64, No. 2 (Autumn, 2009), pp. 273-313
  - Ma Guang, 'Tributary Ceremony and National Security: A Reassessment of Wokou Diplomacy between China and Japan during the Early Ming Dynasty,' *Journal of Asian History*, Vol. 51, No. 1 (2017), pp. 27-54

- Session II

- **Key Questions**
  - How did early modern East Asians perceive the oceans?
  - What technologies did they use to traverse the seas?
  - What was life like for seafaring early modern East Asians?
  - How did their states view the oceans and those who made their livings there?

### Week 4: Embracing Oceangoing in 19th Century East Asia

- Session I

- **Lecture:** key developments in shipbuilding, 1500-1850
- **Discussion of sources:**
  - Elman, Benjamin A. 'Naval Warfare and the Refraction of China's Self-Strengthening Reforms into Scientific and Technological Failure, 1865-1895,' *Modern Asian Studies*, Vol. 38, No. 2 (May, 2004): 283-326
  - Levine, Solomon B., and Hisashi Kawada. 'Training in Basic Industries: Steel and Shipbuilding in the Prewar Period,' in Levine, Solomon B., *Human Resources in Japanese Industrial Development* (Princeton, NJ: Princeton Legacy, 1980): 136-175
  - Ng, Chin-keong. 'Maritime Frontiers, Territorial Expansion and Haifang (Coastal Defense) during the Late Ming and High Qing,' in Ng, Chin-keong, *Boundaries and Beyond* (Singapore: NUS Press, 2017): 57-100

- Session II

- **Final essay topic proposals due.**
- **Key Questions**
  - How did the attitude of states towards the oceans change at this time?
  - What new technologies change their geostrategic calculus?
  - How did the economic role of the oceans change at this time?
  - What transformations occurred in the area of shipbuilding?
  - How did nationalism intersect with a growing awareness of the oceans?

## Week 5: Early Airfaring in East Asia

- **Session I**
  - **Lecture:** approaching the sky in premodern East Asia.
  - **Discussion of sources**
    - Matogawa Yasunori. 'Another Destiny of Rocketry in Japan: Festival Rockets in Japanese Shrines,' *History of Rocketry and Astronautics: Proceedings of the History Symposia of the International Academy of Astronautics*, vol. 23: 315–326
    - Coen, Ross. *Fu-go: The Curious History of Japan's Balloon Bomb Attack on America* (Lincoln: University of Nebraska Press, 2012), pp11-48
- **Session II (all readings required)**
  - **Final essay topic proposals discussion.**
  - **[if time] Key Questions**
    - How did people in the 19th and early 20th centuries utilise rockets?
    - What role did balloons play at this time?
    - Why were they not more widely used?
    - How did people's awareness of the skies change with the onset of aviation?
    - How did nationalism intersect with the new accessibility of the skies?

## Week 6: Ideologies of National Space in the 19th and 20th centuries

- **Session I**
  - **Lecture:** nationalism and national space
  - **Discussion of source**
    - Clulow, Adam. 'European Maritime Violence and Territorial States in Early Modern Asia, 1600-1650,' *Itinerario*, Volume 33, Issue 03 (November 2009) pp 72 - 94
    - Ball, Desmond, and Richard Tanter. *The Tools of Owatatsumi: Japan's Ocean Surveillance and Coastal Defence Capabilities* (Canberra: Australian National University, 2015), pp. 15-29, 37-51
    - Mitsuyo Seo (dir). *Momotaro no Umiwashi* (Tokyo: Geijutsu Eigasha, 1943)
- **Session II**
  - **Key Questions**
    - How did states change their sense of borders in the 19th and 20th centuries?
    - What changes in economics and scientific attitudes accompanied these changes?
    - How did European colonialism influence these perceptions?
    - How did ordinary folk perceive these changes? What experiences did they have with these new boundaries?
    - How did venturing into the deep seas change peoples' views of the world?

## Week 7: Review Session I/viewing of *Porco Rosso*.

- **Tuesday: Mindy Williams about Research.**

## Week 8: Recasting the Coastline in East Asia, 1700-1920.

- **Session I**
  - **Lecture:** maps and mapping through history.

- **Discussion of sources**
  - Howell, David L. 'Foreign Encounters and Informal Diplomacy in Early Modern Japan,' *The Journal of Japanese Studies*, Volume 40, Number 2, Summer 2014, pp. 295-327.
  - Luk, Christine Y. L. 'The First Marine Biological Station in Modern China: Amoy University and Amphioxus,' *Why Study Biology by the Sea?* Karl S. Matlin (ed.), Jane Maienschein (ed.), Rachel A. Ankeny (ed.) (Chicago: University of Chicago Press, 2020)
  - Ng, Chin-keong, 'Maritime Frontiers, Territorial Expansion and Haifang (Coastal Defense) during the Late Ming and High Qing,' *Boundaries and Beyond* (NUS Press, 2017), pp. 57-100.
- **Session II**
  - **Final essay structure due.**
  - **Key Questions**
    - In what ways did attitudes towards coastal areas change in East Asia in this period?
    - How do these changes relate to the development of nationalism and modern statebuilding?
    - In what ways are the concepts of modernity and coastal exploration related?

## Week 9: 20th Century Shipbuilding in Japan, Korea, and China

- **Session I**
  - **Lecture:** shipbuilding in the 20th century.
  - **Discussion of sources:**
    - Broadbridge, Seymore. 'Shipbuilding and the State in Japan since the 1850s,' *Modern Asian Studies*, Vol. 11, No. 4 (1977): 601-613
    - Shin, Wonchul, 'The evolution of labour relations in the South Korean shipbuilding industry: A case study of Hanjin Heavy Industries, 1950-2014,' in Varela, Raquel, Hugh Murphy, Marcel van der Linden (eds.), *Shipbuilding and Ship Repair Workers around the World* (Amsterdam: Amsterdam UP, 2017): 615-636
    - Haraguchi, Takeshi and Kazuya Sakurada, 'The lower labour market and the development of the post-war Japanese shipbuilding industry,' in Varela, Raquel, Hugh Murphy, Marcel van der Linden (eds.), *Shipbuilding and Ship Repair Workers around the World* (Amsterdam: Amsterdam UP, 2017): 591-614
    - Reimink, Kenneth (dir.) *Day of the Western Sunrise* (Pittsburgh: Daliborka Films, 2018)
- **Session II**
  - **Final essay structure discussion**
  - **[if time] Key Questions**
    - How did shipbuilding change in the 20th century in East Asia?
    - What role did these changes play in the economic changes of the 20th century?
    - Why did states prioritise the development of shipbuilding?
    - How did shipbuilding reflect the changes in the experiences of industrial workers in these countries?

### Week 10: Japanese Aviation, 1900 – 1970

- **Session I**
  - **Lecture:** Japanese aviation in the 20th century
  - **Discussion of sources:**
    - Matogawa Yasunori. 'The Shusui Rocket Fighter in World War 2,' in *The History of Rocketry and Aeronautics*, 28: 177-187
    - Okazaki, Tetsuji, 'The Supplier Network and Aircraft Production in Wartime Japan,' *The Economic History Review*, vol.64, no.3 (August 2011), pp. 973-994.
- **Session II**
  - **Second session: Final essay first draft due.**
  - **Key Questions**
    - How and why did the Japanese develop their own aviation industry in the prewar period?
    - What industrial and economic developments enabled this?
    - What was the cultural impact of aviation in early 20th century Japan?

### Week 11: Chinese Aviation and the Space Program, 1960 – present

- **Session I**
  - **Lecture:** China's space program
  - **Discussion of sources:**
    - Baum, Richard. 'Chinese Science after Mao,' *The Wilson Quarterly* , Vol. 7, No. 2 (Spring, 1983), p. 156-167
    - Cliff, Roger, Chad J. R. Ohlandt, David Yang. *Ready for Takeoff: China's Advancing Aerospace Industry* (Santa Monica, CA: RAND Corporation, 2011): p. 25-32, 89-107
    - Wijeyeratne, Subodhana. 'Yellow Star Rising: The History of the Chinese Space Exploration, 1956-1978.'
    - Kulacki, Gregory, and Jeffrey G. Lewis. *A Place for One's Mat: China's Space Program, 1956-2003*. (Cambridge: American Academy of Arts and Sciences, 2009)
    - Solomone, Stacy. *China's Strategy in Space* (New York: Springer, 2013), p. 7-14, 31-41, 77-87
- **Session II**
  - **Second session: Final essay first draft feedback**
  - **[if time] Key Questions**
    - How and why did the Chinese develop their own aviation industry in the postwar period?
    - What industrial and economic developments enabled this? How did the political changes of the 20th century impact this?
    - What was the cultural impact of aviation in 20th century China?
    - What is the true status of the Chinese space program in the 21st century?

### Week 12: The Japanese Space Program: 1970-present

- **Session I**



- **Lecture:** Japan's space program.
- **Required readings:**
  - Driefte, Richard. *Arms Production in Japan: The Military Applications of Civilian Technology* (Boulder, CO: Westview Press, 1986), p. 65-72
  - Pekkanen, Saadia M, 'Japan in Asia's Space Race: Directions and Implications,' SITC Research Briefs (April 2013)
  - Oros, Andrew L. 'Explaining Japan's Tortured Course to Surveillance Satellites,' *Review of Policy Research*, Vol.24, no.1 (2007), pp. 29-49.
- **Session II**
  - **Second session: Final essay second draft due**
  - **Key Questions**
    - What were the origins of and motivations behind the creation of the Japanese space program?
    - What is its cultural impact in Japan?
    - What is the actual status of Japan's space program in the 21st century?

### Week 13: Missiles and Rockets in the Koreas, 1950 – present.

- **Session I**
  - **Lecture:** North Korea and WMDs.
  - **Discussion of sources:**
    - Moltz, James Clay. 'The South Korean Space Program: Emerging from Dependency,' in *Asia's Space Race* (New York: Columbia UP, 2012), pp. 136-157
    - Pinkston, Daniel A. *The North Korean Ballistic Missile Program* (Carlisle, Strategic Studies Institute, US Army War College: 2008)
    - North Korean missile propaganda:
      - [Kim Jon Un channels Tom Cruise](#)
      - [Chinese coverage of North Korea's 70th anniversary](#)
      - [Poster 1](#)
      - [Poster 2](#)
      - [Poster 3](#)
      - [Poster 4](#)
      - [Poster 5](#)
      - [Poster 6](#)
    - Bermudez, Joseph S. *A History of Ballistic Missile Development in the DPRK* (Monterey: James Martin Center for Nonproliferation Studies, 1999), pp. 8-32 (two parts).
- **Session II**
  - **Final essay second draft discussion**
  - **[if time] Key Questions**
    - What were the origins of and motivations behind the creation of the North Korean missile program? How precisely is it being developed?
    - What is the status of the South Korean space program? Why does it exist?
    - What is the cultural impact of rocketry on the Korean peninsula, and beyond?

**Week 14: Deep-Sea Exploration in East Asia, 1950 – present.**

● **Session I**

- **Lecture:** Humanity and the Deep in the 20th century.
- **Recommended viewing**
  - [Snailfish video near Japan](#)
  - Japan Agency for Marine-Earth Science and Technology, [Slickhead](#)
  - AFP, [colossal squid](#)
  - [ROV No.11 findings](#)
- **Discussion of sources**
  - Orihara, Yoshiaki, et. al., 'Is Japanese Folklore Concerning Deep-Sea Fish Appearance a Real Precursor of Earthquakes?' *Bulletin of the Seismological Society of America*, Vol. 109, No. 4 (August 2019), pp. 1556–1562.
  - Alvarado, Alejandro Sanchez. 'Epilogue: The Future of Biological Research Will Be Found in the Oceans,' *Why Study Biology by the Sea?* Karl S. Matlin (ed.), Jane Maienschein (ed.), Rachel A. Ankeny (ed.) (Chicago: University of Chicago Press, 2020)
  - Szanto, Balasz. 'The Senkaku/Diaoyu Islands Dispute: A Dispute for Dispute's Sake,' *Asian Affairs*, vol. 52, no. 3 (2021), pp. 583-600.

● **Session II**

- **Final essay due.**
- **Key Questions**
  - How did humans in East Asia relate to the deep ocean before the emergence of modern science? What preoccupations did they have in doing so?
  - What key technologies enabled the exploration of the deep seas?
  - What geopolitical impact has exploration of the deep seas had?

