

History 241: Modern East Asia

- MWF 12:30-1:20
- WTHR 160
- 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: Wednesdays in office or [virtually](#) after class; by appointment

Please do not come to class or to my office if you are ill.

Course Description

This course familiarizes students with significant aspects of the cultures, and histories of East Asia, with major themes being different forms of 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; subsequent economic growth and cultural developments 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 introduce 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 a variety of primary 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.

Ishikawa Tatsuzo trans. Zeljko Cipris, *Soldiers Alive* (available online on HSSE)

Richard Kim, *The Martyred* (available on BrightSpace)

Additional course readings: via hyperlink on the syllabus or BrightSpace

AI Policy

1. You remain the human in your relationship with the machine. That means that *you* are the one thinking and directing the machine to work *for you*, not the other way around. So, for example, use AI to help you with grammar or organization, but make sure that you understand how you are coming to those conclusions. An analogy: When you use a calculator, you should have an idea of why you are adding or subtracting, and also a general estimate of whether a number should increase or decrease. Likewise, you need to have a sense of the parameters of an intellectual exercise. You need to be the creator and to exercise creativity, not a passive recipient of the machine's output.
2. You disclose to me when and how you use AI. That will include a list of whatever software you use and the prompts that you've given to AI. So, examples might include this: "I used X platform and typed in this prompt: 'xxxxxx.' I read the result and revised the prompt to say this: 'xxxxxx.' Then I revised the writing to include A, B, and C, and I added these paragraphs." If you simply write, "I used AI in this paper," without further clarification, you will get a zero on the assignment.
3. You are ultimately responsible for any work that you do. Revise your assignments to make sure that the final product is one that you own and approve of. If you submit an empty or invalid citation, you will get a zero on an assignment.
4. If you do not disclose your use of AI, and software indicates that AI was used, you will get a zero on the assignment.

What happens if I get Covid/RSV/the flu and need to stay home?

First of all, Confucius asserted that your body is a gift that your ancestors gave you, and you thus have a duty to preserve it as much as possible. Taking care of your health is important, and I urge you to get the rest that you need. However, you need to contact me to let me know that you are sick or need to stay home.

There are some things that you can do to keep up with the course material if you need to stay home. First, all classes are recorded online and should be available for you to watch. (However, last semester the cable to our classroom was broken and so this did not work.) Second, all powerpoints should be available to you. Third, you should definitely read the textbook and assigned readings. I would go in this order because it will help you to understand what we are focusing on in class. Especially in Part 1, we are covering material pretty quickly. For example, our class begins in 1800, but only very briefly. Korea's Choson dynasty starts in 1392, and so we very, very briefly cover how it began. But if you just read the textbook, you might get bogged down in a lot more complexity about court factions than you need to know for this class. (If you love K-drama and would like to learn more about court life, please take History 240.)

Do you want to try to reduce your carbon footprint? We all have a carbon footprint, and that's okay. No pressure, but if you want to try to reduce, here are some suggestions:

- Use <https://www.ecosia.org> and turn off the AI functions.
- Go to class rather than watching online.

Class components: *how they are calculated*; what they assess; how they function pedagogically

Assessments	Weight
<p>Surveys</p> <p><i>-Graded on a P/F basis, so just be sure to do them</i></p> <p>-The first survey helps the instructor get to know you</p> <p>-Subsequent surveys help students with metacognition and self-assessment of skills</p> <p>-There is no penalty for the answers that you give; all but the first and last surveys are anonymized</p> <p>-Instructor may respond by adjusting the style or additional activities in response to student need</p>	5%
<p>Course quiz</p> <p><i>-students may take the quiz as many times as they wish over the course of the semester, until they reach 100%</i></p> <p><i>-wrong answers are identified the next time that the quiz is taken</i></p> <p>-helps answer student questions about the parameters of the course</p>	2%
<p>Workshops</p> <p><i>-Group activities/ worksheets</i></p> <p><i>-If you cannot come to class, please let the instructor know; you are encouraged to Zoom in</i></p> <p><i>& finish before midnight or ask for an extension</i></p> <p>-helps students develop skills and engage in materials</p>	9%
<p>Online reading quizzes</p> <p><i>Lowest/ one dropped</i></p> <p>-incentivize doing the reading</p> <p>-helps students to focus on information that may help in their discussions (such that a few students are not disproportionately responsible for the work)</p> <p>-sometimes requires some inductions, close reading of text</p>	24%
<p>Online historical quizzes</p> <p>-tests basic information from the early party to roughly 2008</p> <p>-sometimes requires some logic or deductive reasoning</p> <p>-points reinforced by clips</p> <p>-incentivizes going to lecture and reading the textbook</p>	60%
Total	100%
Forms of extra credit	
<p>In-class writing</p> <p><i>-Operates a little bit like a pop quiz at the end of class</i></p> <p><i>-Availability will depend upon the pace of covering course content and perceived need</i></p> <p><i>-Six zeros (absences) and/or check-minuses will result in a -3%, but until six are reached, it will not affect your grade</i></p> <p><i>-Three checks will increase your grade by 1%</i></p> <p><i>-One check-plus will increase your grade by 1%</i></p> <p>-you can miss two weeks of class without it affecting your grade</p> <p>-encourages class attendance and active listening</p>	As much as 5%

Extracurricular attendance, model citizenship -Only sanctioned events will be considered -Each instance will count .5 or a half credit -Must take a photograph of self at the event for BrightSpace	As much as 5%
*Due to built-in extra credit, grades higher than A/100 will not be awarded. *Please check in periodically for extra credit opportunities; additional chances will not be given between the end of classes and the end of the grading period.	

Course Schedule

Date	Topics (Readings due before class)	Assignments (for points)
Unit One: The “Confucian” Order and Western Imperialism		
Week 1: Late Imperial Order		
M Jan 12	Introduction to the course	
W Jan 14	Confucianism & the Civil Service https://afe.easia.columbia.edu/ps/cup/confucius_analects.pdf	Survey 1 open
F Jan 16	How was the Qing unique? (skim Ebrey, Ch 16) https://afe.easia.columbia.edu/ps/china/qianlong_edicts.pdf	Course quiz open
Week 2		
M Jan 19	MLK Day, no school	
W Jan 21	The Opium Wars (Ebrey, Ch 18) https://cyber.harvard.edu/ChinaDragon/lin_xexu.html	
F Jan 23	The Taiping Rebellion & Tongzhi Restoration https://afe.easia.columbia.edu/ps/cup/taiping_economic_pgm.pdf	
Week 3		
M Jan 26	How was traditional Japan unique? (skim Ebrey, Ch 17)	
W Jan 28	Edo in Decline (Ebrey, Ch 19) https://afe.easia.columbia.edu/ps/japan/aizawa_seishisai_shinron.pdf	
F Jan 30	Discussion: How should Japan respond to the US? https://afe.easia.columbia.edu/ps/japan/fillmore_perry_letters.pdf https://afe.easia.columbia.edu/ps/japan/meiji_to_grant.pdf	Workshop 1
Week 4		
M Feb 2	How was traditional Korea unique? (skim Ebrey, Ch. 15)	Survey 2 due
W Feb 4	Kingly Reform in Korea (Ebrey, Ch 21) Sinifying Western Barbarians https://afe.easia.columbia.edu/ps/korea/tonghak_rebellion.pdf	
F Feb 6	Optional Review	Historical quiz 1 opens
Unit Two: The Rise of Japan		
Week 5		
M Feb 9	The Meiji Transformation (Ebrey Ch 20) <i>For Discussion:</i> http://afe.easia.columbia.edu/ps/japan/charter_oath_1868.pdf http://afe.easia.columbia.edu/ps/japan/meiji_constitution.pdf	Historical quiz 1 closes
W Feb 11	The Satsuma Rebellion (1877) Fukuzawa Yukichi, “Leaving Asia” (Ebrey, 360-361)	

F Feb 13	French colonization & Sino-French War (1885)	
Week 6		
M Feb 16	The Sino-Japanese War, 1894-95 (Ebrey Ch 22) https://afe.easia.columbia.edu/ps/korea/independent_water.pdf	
W Feb 18	The Boxer Rebellion, 1900 (Ebrey, Ch 18)	
F Feb 20	Visualizing Conflict: What does imperialism look like?	Workshop 2
Week 7		
M Feb 23	The Russo-Japanese War (1905): World War Zero? (Ebrey Ch 22) http://afe.easia.columbia.edu/ps/japan/portsmouth.pdf	Survey 3 due
W Feb 25	How do we define revolution, 1911? (Ebrey, Ch 24)	
F Feb 27	Chinese Revolutions (Ebrey, Ch 24)	
Week 8		
M March 2	Japan/Taisho Period (Ebrey Ch 22) Read/discuss image on page 383; Negotiations between a strike group, p. 392-393 https://afe.easia.columbia.edu/ps/japan/illusions.pdf	
W March 4	Korea/Japanese Colonization (Ebrey Ch 23) Read “Buckwheat Season” https://afe.easia.columbia.edu/ps/korea/march_first_declaration.pdf	
F March 6	Economic Imperialism in Korea (Read “A Ready-Made Life”) https://afe.easia.columbia.edu/ps/korea/colonial_experiences.pdf	
Week 9		
M March 9	Taiwan/Japanese Colonization Read “Torrent”	Reading quiz 1 due before class
W March 11	Optional Review Session	Historical quiz 2 opens
F March 13	No class: instructor at a conference	Historical quiz 2 closes
Week 10: Spring Break (March 16-20)		
Unit Three: Reversals: Cold War & Economic Miracles		
Week 11		
M March 23	Road to War (Ebrey, Ch. 25, esp. “Wartime Mobilization”) https://afe.easia.columbia.edu/ps/china/japanese_ambassador.pdf https://afe.easia.columbia.edu/ps/china/chiang_kaishek_to_konoe.pdf	
W March 25	War Experiences (Excerpts of <i>Soldiers Alive</i>) Chiang Kai-shek, “On Christianity” https://afe.easia.columbia.edu/ps/korea/comfort_women.pdf	Reading quiz 2 due before class
F March 27	Japan’s Defeat and Occupation (Ebrey, Ch. 26) https://afe.easia.columbia.edu/ps/japan/interim_committee.pdf https://afe.easia.columbia.edu/ps/japan/frank_committee.pdf https://afe.easia.columbia.edu/ps/japan/potsdam.pdf https://afe.easia.columbia.edu/ps/japan/stimson_harpers.pdf	
Week 12		
M March 30	China, Divided: A turning point in the Cold War?	

W April 1	Korea, Divided: A turning point in the Cold War?	
F April 3	Read Richard Kim, <i>The Martyred</i>	Reading quiz 3 due before class
Week 13		
M April 6	Perspectives from the Cold War	Workshop 3
W April 8	The Vietnam War: A turning point in the Cold War? https://afe.easia.columbia.edu/ps/vietnam/independence.pdf	
F April 10	Maoist China (Ebrey, Ch 27) https://afe.easia.columbia.edu/ps/cup/sixteen_points.pdf	
Week 14: Economic Miracles		
M April 13	Japan's Economic Miracle (Ebrey, Ch 29) https://afe.easia.columbia.edu/special/japan_1950_usjapan.htm	Survey 4 due
W April 15	North Korea (Ebrey, Ch 28) https://afe.easia.columbia.edu/ps/korea/juche.pdf	
F April 17	South Korea's Economic Miracle https://afe.easia.columbia.edu/ps/korea/build_a_nation.pdf	
Week 15		
M April 20	Taiwan and Singapore's Economic Miracles	
W April 22	China's Economic Miracle (Ebrey, Ch 30) https://afe.easia.columbia.edu/ps/china/deng_xiaoping_present_situation.pdf https://afe.easia.columbia.edu/ps/cup/fang_lizhi_responsibility.pdf	
F April 24	Regional Conflicts, Global Problems	Historical quiz 3 opens
Week 16: No class (April 22-27)		
	Watch "So Long Asleep"	Survey 5 due

Course syllabus is subject to change. Please check BrightSpace once daily for any updates.

Updated 1/14