

**HISTORY 105
INTRODUCTION TO EAST ASIAN CIVILIZATION**

BULLETIN INFORMATION

HIST 105 - Introduction to East Asian Civilization (3 credit hours)

Course Description:

The evolution of social, political, and cultural patterns in East Asia, with emphasis on the development of philosophical, religious, and political institutions and their relationship to literary and artistic forms in China and Japan.

SAMPLE COURSE OVERVIEW

TBA

ITEMIZED LEARNING OUTCOMES

Upon successful completion of History 105, students will be able to:

1. Demonstrate use of the principles of historical thinking to understand human societies, specifically regarding East Asian Civilization.
2. Define and summarize major events, developments, and themes of the history of East Asian Civilization.
3. Evaluate significant themes, issues, or eras in the history of East Asian Civilization.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Demonstrate the ability to develop interpretive historical arguments drawing on primary and/or secondary sources.
6. Demonstrate the ability to recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources).

SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS

1. Schirokauer, Conrad, et. al. *A Brief History of Chinese and Japanese Civilizations*, 3rd edition.
2. Mao Dun, *Rainbow*
3. Additional class-related material will be provided on Blackboard

SAMPLE ASSIGNMENTS AND/OR EXAM

This course will assess student achievement through the evaluation of class participation (including attendance, performance in directed class discussion, and/or brief writing assignments), quizzes, exams, and research papers based on historical sources. The exams will include short answer section[s] and/or essay section[s] and will cover key terms, concepts, and interpretive themes and require students to analyze historical context and apply historical

methods to interpret the past. Class discussions will encourage students to use diverse methods and skills to explore primary and secondary historical sources and apply historical methods and frameworks to interpret the past.

1. Class Participation

2. Quizzes

3. Exam one, Exam two, Final Exam

4. Paper assignments: There will be three paper assignments over the course of the semester that will require students to evaluate three different types of primary sources.

- a. First, students will write a brief essay (250 words) based on a document drawn from the Chinese philosophical classic the *Mencius*. Students will evaluate classical Confucian ethical ideals based on this primary document. They will also assess the document's value as a historical source.
- b. Second, students will write an essay (500 words) based on the translations of the original writings of four important historical actors in China and Japan. In this essay students will evaluate varying responses of Chinese and Japanese peoples to Western imperialism and imperialists. They will also assess the differing proposals for changes to adapt to or to address the presence of the imperialist powers. (Each of these exercises addresses Achievements and Requirements 1a, 1b, and 2b in the syllabus rubric).
- c. Third, students will write an essay (1000 words, @ 4 double spaced typewritten pages) on an aspect of modern Chinese life using Mao Dun's novel *Rainbow* as their central source. They may choose the theme that most interests them or that they find most compelling. For example, they might consider changing gender definitions, student activism or the state of education in modern China. These and many other matters are topics that arise in the novel. To discuss any of these matters or others they will be required to situate their discussion of the novel in a broader context and in the general issues discussed in the text, in other assigned secondary source readings or in class discussions. Finally, students will also consider the advantages and disadvantages of treating a work of fiction as a primary historical source. (Achievements and Requirements--1. d; 2. A, b, c, and d by requiring students to recognize the different perspectives offered by the primary sources, the role of time and contingency, and/or the ways that historical narratives get shaped and then reshaped by the socio-cultural forces at work over time (and continue to be shaped by the student's engagement with them).

SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS

Part I- The East Asian World

Week 1: Introduction, Classical China

Classes and readings for this section of the class include several key issues of historical study and, more specifically, core concepts of classical Chinese history. Some of these issues include:

1. The contingent relationship of geography and "national" history.
2. Chinese culture and Asian continental development.
3. The multi-ethnic/multi-cultural roots of 'Chinese-ness'.
4. The emerging Chinese meaning of cultural and moral value.
5. More general historiographic issues addressed include:
 - a. How the past matters to the present.
 - b. How we find history: an introduction to historical methods and research and the selection of historical evidence
 - c. How the historical analysis is the evaluation of a complex set of forces that requires a careful and ethical use of evidence.

Schirokauer, pp. 3-81

Key vocabulary and concepts: "China", Confucianism, Dynastic Cycle

Key Questions: What unifies East Asia as a unit of historical study? What are the chronological and geographic boundaries of East Asian history? What unique opportunities and challenges do East Asian historical sources offer to scholars?

Week 2: Chinese Disunity and Reconsolidation

Schirokauer, pp. 85-133, Central Asian maps and Buddhist images posted on Blackboard

Be prepared for a quiz and/or a discussion comparing Central Asian topography with that of central China.

Key vocabulary and concepts: Buddhism, Changan, Cosmopolitanism

Key Questions: When did China begin to exist as a historical entity? What was the role of religion in early Chinese society and how does that role differ from what one finds in Western history? How do historians know what they know about early China? How is early China regarded in today's China?

Week3: Classical Japan

Schirokauer, pp. 135-201

Be prepared for a quiz and/or a discussion comparing emperorship in China and Japan

Classes and readings for this week address a variety of important issues and reinforce several key concepts from earlier weeks including:

1. The linkage of geography and national development.
2. The relationship of the Japanese archipelago and the Asian continent.
3. The character of Japanese native religious thinking and the relationship to national culture and sovereignty.

The creation of Japanese culture and identity

Key vocabulary and concepts: animism, Buddhism, Heian, rice culture

Key Questions: In what ways did Classical Japan resemble and differ from China at the time? What is the significance of island geography to Japanese history?

How does Japanese Buddhism differ from that found elsewhere, particularly China? What are some of the major differences between Classical Japanese historical sources and early Chinese historical sources?

Week 4: New Traditions in China

Schirokauer, pp. 205-285

Be prepared to discuss primary document *The Mencius*.

Key concepts and vocabulary: Mongols, Neo-Confucianism

Key Questions: What was “new” about Neo-Confucianism? What, specifically, can *The Mencius* (a primary document) tell us about the role of Confucianism in Chinese society? What were the main characteristics of the relationship between China and the Mongols? Is it fair to claim that Genghis Khan was the most important individual in recorded history? What records did the Mongols themselves leave behind? How do we know about what the Mongols did? How are the Mongols remembered, and are perceptions of them fair?

Week 5: New Traditions in Japan

Be prepared to discuss primary documents on Japanese Zen Buddhism and Noh Theater

Schirokauer, pp. 287-327

Key concepts and vocabulary: Shogun, Warrior Society

Key Questions: What is a Shogun? What can the Noh plays you have read tell you about warfare in medieval Japan? What does Zen Buddhism, which in the West has a reputation of being extremely peaceful, have to do with war? What were the long-term effects of the establishment of a warrior society in Japan? How have perceptions changed—inside and outside of Japan—of the warrior society?

Part II- East Asia and the World

Week 6: East Asia and the World

Schirokauer, pp. 329-342, Primary documents on Blackboard including translations of Jesuit missionaries and Portuguese traders

EXAM# 1

Key concepts and vocabulary: Imperialism, Jesuits, Tributary System

Key Questions: How did the encounter between Western Europeans and East Asians differ from the encounter between Western Europeans and Native Americans? What records exist of this encounter, and how do East Asian and Western European sources differ? What is the significance of the Jesuits in East Asia, and particularly in our understanding of East Asian history? In what ways have Westerners’ and East Asians’ perceptions of each other changed over the centuries?

Week7: The New Chinese World

Schirokauer, pp. 379-401, Primary documents on British views of China and Chinese officials’ responses to British traders

Be Prepared for Quiz/Discussion on Western Imperialism in China

Key concepts and vocabulary: Opium Wars, Qing Dynasty, Treaty ports

Key Questions: Did the West conquer China? What resources did the European empires leave behind for historians? What were the causes and effects of the Opium Wars? How do the Opium Wars differ from (and resemble) the international struggle against the proliferation of narcotics today? How is the Qing Dynasty viewed in modern East Asia? What legacies of this period influence geopolitics in the 21st century?

Week 8: Early Modern Japan

Schirokauer, pp. 345-377, Primary documents on Blackboard of translations of Tokugawa era social legislation.

Class discussion on social transformation in early modern Japan

Key concepts and vocabulary: Castle towns, Tokugawa, sankin kotai

Key Questions: How did Early Modern Japan resemble and differ from Early Modern Europe? What are the major differences between a European medieval knight and a Japanese samurai? What were the characteristics of Tokugawa's rule, and how is remembered in today's Japan?

Week 9: China in the Modern World

Schirokauer, pp. 405-437 Blackboard biographies of late imperial reformers/rebels

Key concepts and vocabulary: "Restoration," Self-Strengthening, Taipings

Key Questions: What did the Restoration restore, what did not get restored? Why did the Taiping Rebellions occur? Why were their death tolls so high? What lessons did China's 19th and early 20th century rulers take from China's interaction with the West? In what ways did they disseminate their views, and what major sources did they leave behind? Are these sources accessible? How were 20th and 21st Chinese views on the relationship between China and the rest of the world shaped during China's turbulent entry into the modern world?

Week 10: Japan in the Modern World

Schirokauer, pp. 438-485, Blackboard primary documents: Meiji Constitution, motivations of Meiji era entrepreneurs

Key Concepts and vocabulary: Meiji, nationalism, Sino-Japanese War

Key Questions: Why and how did Japan remain "closed" to Westerners for so much longer than its neighbors? Why and how did it "open"? How was Japan's interaction with the West different from that of China? Is Japan Western? If so, when did it begin to be arguably Western? What makes a nation Western in the first place? How have Japanese attitudes towards Westernization shifted over the long 20th century?

Part III- East Asia in the Twentieth Century

Week 11: China and Japan in the New Century

Schirokauer, pp. 487-535, Primary documents in Blackboard on Chinese Republican Revolution, Japanese political parties.

EXAM#2

Key concepts and vocabulary: Republican Revolution

Key Questions: What was (and is) the Kuomintang (KMT) and how did it come about? What were the party's aims? What were the major interactions of China, Japan, and Western Europe, Russia, and the United States during the early 20th century? Why were the sources of friction between these entities? What are the ongoing consequences of the Russo-Japanese War? How did new media, like radio, transform perceptions of East Asia's relationship to the rest of the world, and how have historians made use of these sources?

Week 12: Asian War and Aftermath

Schirokauer, 537-585, Primary documents in Blackboard on Japanese policy in Asia, support for war, political cartoons

Key concepts and vocabulary: May 4th Movement, Manchukuo, Manchurian Incident, Mao Zedong, SCAP, Yanan Decade

Key Questions: What are the roots of Japanese expansionism during the 1920s through the 1940s? How did the Communist Party come to power in China? Why do political and propaganda cartoons tell us about attitudes in East Asia at the time? Are these cartoons reliable sources? How did Japanese occupation of Korea, China, and Southeast Asian nations shape relations between Japan and those countries between the end of World War II and the present? Why does the history of this conflict remain so contentious? What are the differences between the Japan has treated the history of World War II and the ways the U.S. and Germany have treated the war?

Week 13: The Postwar World

Schirokauer, pp. 587-659, Blackboard documents including Japan's postwar constitution and Gang of Four debate in China

Be prepared for quiz/discussion on China's Cultural Revolution

Paper Assignment due

Key concepts and vocabulary: Cultural Revolution, Deng Xiaoping, San Francisco System

Week 14: Key Questions: How was the People's Republic of China different from other Communist societies? Why did the PRC clash with both the US and the USSR? Why did Korea split apart, and what are the ongoing legacies of this split? What were the effects of the Cultural Revolution on Chinese society, and why has its history become so problematic in today's China? How did the U.S. position on Taiwan change over the decades? Why did China "open" in the 1970s, and what have been the global consequences of China's increased interaction with the world around it? How have films and television changed East Asia, and what can

we learn from these sources about the region's history? How will the "Great Firewall of China" affect the use of online digital sources?

Conclusions

Final Exam according to University exam schedule