

**HIST 311.01E MODERN EAST ASIA
COURSE SYLLABUS: Fall 2022 (86996)**



Namban (Southern Barbarians in Japan), Kano School, Japan, 1400CE – 1800CE

Professor: Dr. Cynthia Ross (I go by Dr. Ross or Professor Ross)
Class Time: MWF 11:00am – 11:50am
Class Location: EDS 134
Office Location: Temporary office hours location - Starbucks or seating area
between Waters Library and Ed North (weather permitting)
Office Hours: MTWRF 1:00pm – 2:00pm
Instructor Email: cynthia.ross@tamuc.edu
Response Time: Within 24 hours, excluding weekends

Email is the best way to reach me outside of class. I typically respond to email within 24 hours during the week; emails sent after 7pm on Friday evenings may not get a response until Monday morning.

Please, click on the following link to access A&M-Commerce Covid 19 Information,
<https://new.tamuc.edu/coronavirus/>

COURSE INFORMATION

Materials – Textbooks, Readings, Additional Readings:

If purchasing books online, please be sure to get the fourth edition of Borthwick. All others are available in hardcover, paperback, and ebook.

Mark Borthwick, *Pacific Century: The Emergence of Modern Pacific Asia*. Fourth Edition. Boulder: Westview Press, 2014. ISBN: 978-0813346670

John W. Dower, *Embracing Defeat: Japan in the Aftermath of World War II*. New York: Penguin. 2004. ISBN: 978- 0140285512

Fredrik Logevall, *Embers of War: The Fall of an Empire and the Making of America's Vietnam*. New York: Random House. 2012. ISBN: 978-0375756474

Stephen Platt, *Imperial Twilight: The Opium War and the End of China's Last Golden Age*. New York: Vintage Press. 2018. ISBN: 978-0345803023

Additional readings will be available in D2L Brightspace.

A Note about the Course Texts:

Students are expected to acquire the course texts prior to the start of class. Failure to do so will hinder a student's ability to keep up with the course, and the Professor is in no way responsible for such an eventuality. Allowances will not be made for students who lack possession of any course books.

Course Description:

This course is a survey of developments in China, Japan, Korea and Vietnam during the 19th and 20th centuries with emphasis on the impact of the West in the 19th century and modernization in the 20th. It considers the impact of domestic and global conditions on East Asian history as a means of understanding regional and national events in an international context. This course will examine in detail the growth and effects of nationalism in East Asia and specific emphasis will be placed on comparing the efforts by China and Japan to modernize in response to ongoing Western encroachment, and then consider the challenges faced by these countries in the post-war world.

Student Learning Outcome:

Students will be able to demonstrate knowledge of the impact and legacies of global interconnectedness on the history of modern East Asia.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

All of you are either history or political science majors, both closely related disciplines (I have degrees in both!) As majors in an upper level course you are expected to complete any assigned readings by the time we discuss them in class. Some of these texts are an easy read, with Platt's book probably being the most beautifully written. Others are completely

packed with information or philosophizing like Bothwick or Dower. Be sure you schedule your time wisely so you can complete them. Much of this class will be discussion, both guided and free form. If you haven't done the reading there will be many awkward silences. Readings in addition to the books will be available in D2L along with Drop Boxes for the response papers and semester project. Quizzes will be in class.

Assignment Explanations:

Hello Notecard:

On the first day of class, each student will receive a notecard. Each person will put their name at the top of the card and five things they want the professor to know about them, turning it in at the end of class. In the past students have shared fun things like their favorite ice cream, their dog's name, or their love of sports, while others have taken the opportunity to talk about their favorite historical topic, their pronouns, or if they are terrified of this class.

Response Papers:

Students will write five papers during the semester in response to questions posed on prominent topics within the course. The Professor will provide the prompt at least one week before the due date. Students should expect to write three to four pages (double spaced, TNR, 12 pt font) for each assignment; two pages is not enough, six pages is too many. Spelling and grammar must be accurate. Evidence must be cited from the readings in Turabian (Chicago) format. Late submissions will receive significant point reductions, up to one letter grade per calendar day that it is late.

Quiz Pool:

Students will complete several short quizzes during the semester. These may be reading, map, film, Turabian, or primary resource quizzes. In the event of a missed quiz, students will be allowed to make up the quiz only on final exam day. After completing the presentation assignment due during the scheduled final exam time, students needing to make up a previous quiz may do it then.

Research Project & Elevator Pitch:

Students will conduct an independent research project on a topic of their choice within the following parameters: It must fall within the chronological scope of the class. It must be 10 to 15 pages in length (double spaced, TNR, 12 pt font). It must pertain to the region covered in the course. It must contain at least three primary resources (in translation are fine) and five scholarly secondary resources. It must discuss at some length how global interconnectedness has mattered in the history of East Asia. All secondary resources must be scholarly and peer reviewed (books, journal articles, etc); no encyclopedias, general websites, study guides, or k-12 resources. Aim for at least ten sources, primary and secondary combined. To spark your creativity and search for ideas visit scholarly journals

available online. There are at least a dozen good choices but here are some good places to start:

World History Connected, Re-Conceptualizing Asia in Modern World History:
<http://worldhistoryconnected.press.uiillinois.edu/9.1/> (free and open access)

Searching the Journal of World History archive at JSTOR with the search term 'Asia':
<https://www.jstor.org/journal/jworldhistory> (free access from campus computer or through TAMUC library search)

The Journal of Asian Studies archive at JSTOR:
<https://www.jstor.org/journal/jasianstudies> (free access from campus computer or through TAMUC library search)

Particulars and preliminary assignments (topic, thesis question, bibliography, outline) will be discussed during the semester. Spelling and grammar must be accurate. Turabian format required. Final projects are due during the last week of instruction.

For your elevator pitch – you are attending an academic conference in Shanghai Tower (2,073 feet) in China. As you step into the elevator, a well respected senior scholar steps in after you. Both of you are going to the same floor. This person is your scholarly idol! They see your name tag and say, “Oh I see you are attending the conference! We have a few minutes to ride the elevator. Tell me about your research. I’d love to hear about it.” During the scheduled final exam time, students will present on their topic for no more than five minutes; open format; creativity is encouraged.

Goodbye Notecard:

On the last day of instruction, each student will receive a notecard. Each person will put their name at the top of the card and five things they learned in this class that they will take with them in the future, turning it in at the end of class. This could be anything related to the course topic, college life, technology, pretty much anything.

Engagement:

Regular engagement and keeping up with the material is critical in this course. This course balances lecture and discussion. If you are not prepared, discussion will reflect that. Engagement will be measured based on students attending class, contributing to discussion, student conduct in class, and completing assignments on time. If students have a problem with engagement due to illness, work, family, or life, contact the professor right away. For a three-credit course, expect to spend nine hours on class work per week outside of regular class attendance to stay on top of the workload. University classes can be difficult but not impossible with strict time management.

Absences: University policy does allow excused absences in certain situations. These include participation in a required/authorized university activity, verified illness (doctor’s note or positive dated covid PCR test), death in a student’s immediate family, jury duty, court dates, and military service. All of these excuses require proper documentation. Any

other absences are **NOT** excused absences. Students with excessive absences may be dropped from the course according to university policy.

Good note taking and active engagement in lecture/discussion is expected in this course as well. You are encouraged to bring questions with you to class and to interrupt lecture to ask your questions should some point require further explanation. Students are expected to create and sustain an open intellectual classroom environment which fosters discussion – students should listen to each others’ comments and questions with an open mind and to respect viewpoints other than their own. Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors’ views because they might be perceived as “wrong.” Your engagement grade will be based on the following criteria:

A = Student is always prepared; makes frequent voluntary contributions to classroom discussion

B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on

C = Student is usually prepared but rarely voluntarily speaks

D = Student is generally unprepared and does not contribute to discussion

F = Student is unprepared and appears disinterested in contributing to discussion

Grading:

Hello Notecard	20 points
Response papers (5 @ 60 each)	300 points
Quiz Pool	100 points
Research Project (with preliminaries and presentation)	300 points
Engagement	200 points
Goodbye Notecard	20 points

TOTAL: 940 points

***Student Evaluation Bonus:** At the end of the semester, if you complete the student evaluation for the class, you can upload a screen shot of the completion screen to D2L for 5 points added on to your final grade. Please make sure it is not a screenshot of any responses.

Semester Grades: A, Excellent: 100-90%; B, Good: 89-80%; C, Average: 79-70%; D, Below Average: 69-60%; F, Fail: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence
D = Poor command of content; factual errors; no real argument driving the essay
F = Even worse than above; completely off topic; no work submission

D2L TECHNOLOGY REQUIREMENTS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your professor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement:

Students are encouraged to email the professor with questions, concerns, or comments. Students must provide a valid return email address for replies. Unless otherwise announced, students can expect replies within 24 hours during the week. Response times may be longer on the weekends.

When sending an email always do the following:

- 1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.
- 2) Include your class and section (or class time). I need to know exactly which of my courses you are in.
- 3) End the email with your name, that is “sign” your message. I also need to know who you are.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

All writing assignments should be in standard format – Times New Roman or Arial, 12-point font, one-inch margins, double-spaced.

Paragraphs should have at least five sentences.

Citation Style:

Turabian or Chicago (15th or 16th edition) required; footnotes with bibliography. For a Turabian style guide visit <https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html>

Reference Manager (Highly Recommended, Not Required):

Zotero is free and will save your life, at least when it comes to storing and citing references for papers. It also blends seamlessly with Word and digital sources. For instructions and downloads visit <https://www.zotero.org/>

Late Assignments / Missed Assignments:

Any work submitted past the due date may receive 1 letter grade deduction per calendar day without prior written approval by the Professor. Students who miss an assignment due to a university-excused absence must provide documentation and meet with the Professor to arrange submission. In the event of a missed quiz, students will be allowed to make up the assignment only on final exam day. After completion of presentations, students needing to make up a previous assignment may do it then.

Extra Credit:

There is only one opportunity for extra credit in this course, the Student Evaluation Bonus at the end of the semester. Students are encouraged to talk to the instructor early and often if they are having problems in the course. There will be no special dispensations, favors, or individualized extra credit opportunities. It is not fair to the rest of the class if one student receives an opportunity not offered to the entire class.

Electronics Policy:

There are no electronics allowed in class unless the student has accommodations through SDRS or otherwise allowed by the professor on certain days for group project work. Cell phones must be stowed away, no ear buds, no laptops or tablets. Take notes using pen/pencil and notebook paper. Violating the policy can result in a zero engagement score.

Plagiarism:

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may be reported to the Office of the Provost by the Professor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as soon as possible.

Writing Lab:

The [TAMU-Commerce Online Writing Lab](#) is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance:

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity:

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)
[Undergraduate Student Academic Dishonesty Form](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice:

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health:

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

I reserve the right to modify the class schedule and readings if necessary but will give students ample notice, verbally and in writing.

NOTE: Quizzes are in class and thus, not reflected on the syllabus. Students will be notified of upcoming quizzes at least one class day before distribution.

NOTE 2: A short selection of primary resources listed here will be available in D2L Brightspace. They may be useful for you to read for class and/or your research project – big hint there.

Week 1: Introduction to the course; Asia in Time and Space; Should we start with the Mongols?

Aug 29 – Sept 2

Reading:

- The Syllabus
- Introduction, *Pacific Century*
- Begin reading *Imperial Twilight*, complete by Week 4
- Primary resource
 - Excerpt from *Six Records of a Floating Life*

Assignments: Get to know the texts, the syllabus, and D2L. Begin reading for this course daily. Hello Notecard in class on Monday.

Week 2: Pacific Asia to the Nineteenth Century – Japan's Middle Ages and the Ming Empire

Sept 5 – Labor Day holiday; Sept 7 - 9

Reading:

- Chapter 1, *Pacific Century*
- *Imperial Twilight*
- Primary resource
 - Francis Xavier's letter to the pope

Week 3: Encountering the Seaborne Barbarians in the Qing Empire and Tokugawa Shogunate

Sept 12 - 16

Reading:

- *Imperial Twilight*
- Chapter 2, *Pacific Century*
- Primary resource
 - Qianlong's imperial edict to George III, 1793

Assignments: Research Project Topic due in class Friday

Week 4: Chinese Decline and Opium Wars

Sept 19 - 23

Reading:

- *Imperial Twilight*
- Primary resource
 - Lin Xexu's moral advice to Queen Victoria, 1839
 - Cantonese Declaration to the British, 1841
 - Lin Xexu's recognition of Western military superiority, 1842
 - Wei Yuan's Statement of a Policy for Maritime Defense, 1842
 - Ch'i-ying's "Method for Handling the Barbarians," 1844
 - Feng Keui-fen, "On the Adoption of Western Knowledge" ~ 1860
 - Feng Kuei-fen, "On the Manufacture of Foreign Weapons" ~ 1860
 - Li Hung-chang's Recommendation of Western Military Methods, 1863
 - Wo-jen's Objection to Western Learning, 1867
 - Li Hung-chang's comments on Japanese modernization, 1872
 - Li Hung-chang's memorial, 1874
 - Wen-hsiang's Warning of Disaster, 1874
 - Li Hung-chang's conversation with Ito Hirabumi, 1895
 - Kang Yu-wei's Statement for the "Society for the Study of Self-Strengthening"
 - Wang K'ang-nien on Democracy
 - Chang Chih-tung, "Exhortation to Study"
 - Ito Hirabumi's conversation with the emperor
 - The conservative opposition
 - Kang Yu-wei's conversation with the emperor

Week 5: The Black Ships and Japanese Turmoil; Korean Instability

Sept 26 - 30

Reading:

- Chapter 3, *Pacific Century*

Assignments: Response paper #1 due in D2L Friday by midnight

Week 6: Japan's Struggle for Modernity

Oct 3 - 7

Reading:

- Chapter 4, *Pacific Century*
- Begin reading *Embracing Defeat*, complete by Week 9
- Kido Takayoshi's Observations of Education in the United States
- "The Way of the King"

Assignments: Research Project Thesis Question due in class Friday

Week 7: Japanese Empire Building and the Pacific War

Oct 10 - 14

Reading:

- *Embracing Defeat*
- Chapter 5, *Pacific Century*

Assignments: Response paper #2 due in D2L Friday by midnight

Week 8: Embracing Defeat and its Aftermath

Oct 17 - 21

Reading:

- *Embracing Defeat*
- Chapter 6, *Pacific Century*

Week 9: Remaking China, From 1911 to Civil War

Oct 24 - 28

Reading:

- *Embracing Defeat*
- Primary resource
 - Sun Yat-sen's letter to Li Hung-chang, 1894
 - Manifesto of the T'ung-meng-hui [Revolutionary Alliance], 1905
 - Sun Yat-sen's Theory of Knowledge and Action, 1919
 - Li Dazhao, "The Victory of Bolshevism"
 - Sun Yat sen's Adoption of the Russian Party System, 1923

Assignments: Research Project Preliminary Bibliography due in class Thursday (hard copy)

Week 10: China Under Mao; Korea and Its War

Oct 31 – Nov 4

Reading:

- Chapter 7 and 9, *Pacific Century*
- Begin reading *Embers of War*, complete by Week 15
- Primary resource
 - "Correcting Mistaken Ideas" (Little Red Book)
 - "Criticism and Self-Criticism" (Little Red Book)
 - "Drain the Pond to Catch the Fish"

Assignments: Response paper #3 due in D2L Friday by midnight

Week 12: Sentimental Imperialists and Cold War Interventions

Nov 7 - 11

Reading:

- Chapter 8, *Pacific Century*
- *Embers of War*

Assignments: Research Project Outline due in class Thursday (hard copy)

Week 13: Vietnam and Its War(s)

Nov 14 - 18

Reading:

- *Embers of War*

Assignments: Response paper #4 due in D2L Friday by midnight

Week 14: From the Barrel of a Gun, a Comparative Approach

Nov 21 – 23 (Nov 25 is Thanksgiving holiday)

Reading:

- Chapter 11, *Pacific Century*

Week 15: China Since Mao; Enter Russia

Nov 28 – Dec 2

Reading:

- Chapter 10 and 12, *Pacific Century*

Assignments: Response paper #5 due in D2L Friday by midnight

Week 16: Asia's Resurgence and Futuristic Navel Gazing

Dec 5 - 9

Reading:

- TBA (Atlantic Article)

Assignments: Research Project Due in D2L Friday by midnight; Goodbye Notecard due in class Friday

Finals Week

Final Project Elevator Pitch due in class during final exam time; there will be cookies, bring your own beverage

Wednesday, December 14 10:30am – 12:30pm