



HIST 311.01E

Modern East Asia

FALL 2025

Time: MWF 11.00–11.50

Room: Ferguson SS 141

INSTRUCTOR INFORMATION

Instructor: Dr Kuracina

Office Location: Ferguson 127

Office Hours: MWF 2pm – 4 pm and by appointment

University Email Address: William.Kuracina@etamu.edu

Preferred Form of Communication: ***email***

Communication Response Time: usually within 24 hours

COURSE INFORMATION

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. Prerequisites: Non-Majors may enroll with consent of department.

East Asia during the 19th and 20th centuries very much can be depicted through a lens of reactions to European intrusion into the region. We see a trend in which forcible foreign involvement produced dramatically diverging results: the Japanese modernized, the Chinese did not, the Japanese succeeded, the Chinese did not, the Japanese improved, the Chinese

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declined, the Japanese dominated, the Chinese submitted to foreign domination. If the study of the past affords insights into current events, then arguably the region's history also showcases declining superpowers and emerging new world powers, and therefore it exemplifies global conflicts. Studying histories of China and Japan cosmetically provide fertile ground to consider conflicts between isolationism and globalism, or the effects of trade wars, or social and political tensions between modernization/progress and conservation/tradition. These histories speak about the international threat of aggressive conduct and hyper-nationalism. They also might offer warnings about the violent confrontation between revolutionary change and transformation versus reactionary regression.

We will explore some samplings of the regional history of East Asia, primarily the history of China. The Japanese path provides an effective comparison, and then it sets us up to consider and better understand the multiple failures experienced by Chinese decision makers. Then we determine our own relevance of these histories by making connections that matter to us today.

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Our reading assignments are transcribed primary sources and online materials. Some assignments are one selection, other weeks you will read multiple selections. Please follow the course calendar below to identify and access each assignment. These materials are found in D2L.

This course does not use a textbook; textbook information is readily found anywhere online. Rather than teach the content, we are going to begin making sense of the content. Instead of textbook reading assignments, we will practice how to research information, and we will refine processes for communicating our findings. Google becomes our research database, and then we will use targeted searches and specific keywords to focus our research results. We will discuss those results in breakout groups and during class meetings, and from there we will practice making sense of the historical information that we uncover.

You are assigned to read the following documents for this course:

- Shen Fu's *Six Records of a Floating Life*
- Emperor Qianlong's imperial edict to King George III, 1793
- Lin Xexu's moral advice to Queen Victoria, 1839
- The 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 of Handling the Barbarians," 1844
- Kido Takayoshi's Observations of Education in the United States
- Chiba Takasaburo's "The Way of the King"
- Feng Keui-fen's "On the Adoption of Western Knowledge," 1860
- Feng Keui-fen's "On the Manufacture of Foreign Weapons," 1860

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- 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
- Kang Yu-wei's Statement for the "Society for the Study of Self-Strengthening," 1895
- Wang K'ang-nien on Democracy, 1886
- Chang Chih-tung, "Exhortation to Study," 1898
- Conservative opposition, 1898
- Kang Yu-wei's conversation with the emperor, 1898
- Sun Yat-sen's letter to Li Hung-chang, 1894
- Manifesto of the T'ung-meng-hui, 1905
- Sun Yat-sen's Adoption of the Russian Party system, 1923

Optional Texts and/or Materials: The instructor will upload additional materials into the LMS, from time to time throughout the semester, according to the course calendar and/or accompanied by appropriate announcements from the instructor.

Student Learning Outcomes

1. **Critical/Integrative Thinking:** Students will apply insights from their examinations of human history in ways that makes effective historical comparisons.
2. **Communication:** Students will communicate ideas effectively through writing and, where appropriate, through oral communication, visual communication, or creative performance.
3. **Ethical Reasoning:** Students will engage with multiple perspectives in exploring the human dimensions of real-world situations and historical problems.

Student Learning Outcomes will be assessed by the World War II Project (see below).

COURSE REQUIREMENTS

Instructional Methods and Assessment

We will discuss assigned works, using small group and full-group discussions, with short low-stakes writing and reflection assignments that scaffold into a final project. This World War II Project is meant to highlight your learning and the development of your skills, especially information literacy, critical thinking, and communication. You will read, discuss, listen, analyze, and develop an understanding of the assigned texts; you will conduct research to contextualize primary sources; and you will communicate your ideas. By engaging with these kinds of core learning objectives, you will gain a greater appreciation of the complexities of the world of history and a better understanding about your place within that complexity. You also will learn and practice skills derived from deep textual reading and analysis, critical thinking, research and

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information literacy, and the ability to communicate your ideas: these skills provide you with solid foundations for your college experience, and they are meant to bolster your employability after graduation.

To prepare for and develop the World War II Project, you will complete research assignments, reading assignments, content quizzes, breakout group discussions, in-class discussions, and weekly journal entries that more-or-less scaffold into your final project. These elements are set out in the Course Schedule below. We will consistently tie these components into the course's chief themes, especially the themes of globalization and modernization, in ways that are designed to enable you to better understand large issues and in ways that prepare you to make arguments about how our society perceives and understands those sorts of issues.

You will be required to use some aspect(s) of the Adobe Creative Campus suite of apps, in a format that best suits your preferences, in a way that permits your greatest creativity of expression.

Throughout the course, discussions and assignments will be geared to reinforcing the basic premises of university education and to emphasizing your development of skills central to your college career and beyond—introducing you to new ideas, different perspectives, and the variability of the human experience; developing relationships between and among students, mentors, and faculty; reinforcing persistence and resiliency; encouraging reflection and sense of purpose; and honing reading, writing, and communication skills.

Assignments are broken down as follows:

Attendance: Attending class means success in the class — you must be where the action is to achieve the best results. Attendance grading reflects this philosophy, with the opportunity to collect bonus points that add to your final grade – each day of class is worth 3 points; attending every day is worth 126 points, which means that perfect attendance for the entire semester can earn 16 “extra credit” points. Again, you should attend class to be where the action is.

Participation: If attendance is necessary, participation is even more vital. Successful participation means attending class, being prepared for the class session, contributing and adding to the conversation (thoughtful participation). Participation shows that you understand the material, you are willing to think critically about the material, that you are engaged with the discussion of the material, and that you are willing to help the entire group learn about the material. Proper participation means offering your viewpoints, but it equally means exhibiting a willingness to listen, and whenever necessary, the ability to agree to disagree.

Participation each day will be scored on a scale of 1 to 5 points:

- 1 point means you attend class but are not involved;
- 2 points mean that you generally are paying attention,
- 3 points mean that you are occasionally taking notes and are following the conversation

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- 4 points mean you are involved with the discussion, writing some notes, engaged with the ebb and flow of the discussion, tangibly and intangibly involved with our group learning;
- 5 points mean you are contributing in ways that advance the conversation in meaningful directions.

You can earn up to 210 points for participation, out of a total of 190 points that count for your final grade. Extra participation points can be banked and rolled into “extra credit” toward the semester’s final grade.

Reading assignments: This course asks you to search for and access valid information and put that information to use as historians. Each week, you will conduct some online research into a topic or content area using general keywords contained within the course outline below. We are using this technique to help begin to fine-tune your fact-finding skills, to differentiate between the various levels of historical sources, and to sort through historical fact and fiction.

Each week you will report the results of your research exercise. Within a couple of paragraphs, you will reflect about the path(s) that you chose to explore and critique the sources that you encounter. You are expected to use proper Turabian citation (a works cited list is not necessary), proper grammar, etc. These reports form the basis for each week’s discussion about the historical content, about the historical actors who were involved, about your initial analysis of the information that you’ve uncovered.

Document assignments: This course introduces you to a world of primary source materials through which you can learn to think critically about the material that you read. Within most course modules, you will read a collection of related primary sources, which connect directly with the topic of the week. The idea is that your reading topic helps to inform your understanding about the document you are analyzing, and then the document also helps contextualize the history that you are studying within the week’s topic.

Quizzes: Quizzes are meant to assess your understanding of the reading assignments. Each week, a brief quiz will be administered through D2L. All quizzes are open-note/open-book/open-source. Due dates for quizzes are listed within the course schedule below. One quiz is an Student Responsibility Quiz that demonstrates your understanding of the expectations of academic honesty and the consequences for violating this university policy; a second quiz measures your understanding of this course’s design and expectations (the content of this syllabus). The remaining quizzes connect with specific primary source reading assignments.

Breakout Group Discussions: At the beginning of the semester, the instructor will divide the class into breakout groups (usually three or four students per group). Because learning does not occur in a vacuum, and because we all can benefit from multiple insights, you will use these breakout groups to begin discussing each reading assignment. The breakout group discussion forum is in D2L. For each discussion session, you are expected to 1) contribute your thoughts about the reading assignment; 2) briefly highlight the topics that captured your attention while

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reading (and can illustrate where from where you might be drawing some of your ideas); and 3) respond to at least one other group member's observations. In this way, you can be situated to generate a conversation that can organically move itself. These discussions then also form the basis for our in-class dialogue about the course themes and how the content is shaped by those themes, or by our perceptions about those themes.

Your contribution to the discussion should not just be a summary of the reading assignment or the information produced by you following additional links. It should analyze information. And it should show your reader where you explored while reading, the topics where you devoted your attention. Please refer to the analysis vs summary document found within D2L.

Journal entries: At the end of each week, you will compile your analysis of the week's material into a journal entry. This report should connect with the discussion or lecture from the week; it could consider further areas you might explore with additional research; it could raise questions that remain unanswered; it could sketch today's relevance related to past events. Most importantly, your journal entry should attempt to make analytical sense of the documents and the historical context of those documents. You will submit each response into D2L for the instructor's review, and the assignment will be graded for its analysis, its thoughtfulness, its context, its quality of overall impressions, its connections to historical context or to present relevance, etc. It also must appropriately cite sources that you reference, of course using proper citation methods.

World War II: Let's begin with a hypothesis: World War II was the world's last global, imperialist conflict. Sure, there have been other wars, invasions, or acts of aggression since 1945. But let's face it, nothing has been at-scale of this one decade between 1937 and 1945. It also marked the beginning of the end of the eighteenth-century empires, the last gasp of several centuries of European/Western dominance (at least the formal empire expression of global hegemony). So, part of what made the Greatest Generation great was their involvement in this epoch-making moment.

Your final project is a research project about this moment. It is due at the end of the semester. The World War II project asks you to: 1) select a theme, topic, event in East Asian history between 1937 and 1945; 2) present an argument about it (guided, of course, by the assignment prompt); 3) support your argument with relevant information and data that you've researched; and 4) link this research and the course content that we've covered into a kind of overarching analysis that makes sense of the moment, in some small way. The objective is to use each of these smaller puzzle pieces to explore and understand better this moment in time. This project comprehensively assess all Student Learning Outcomes for this course.

It's the journey rather than the destination that matters. — Your discussion posts and journal entries, as well as our class discussions, are jigsaw puzzle pieces that, when put together, will reveal a detailed picture about your thoughts about some of the themes contained within this course.

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Additional details forthcoming: You will utilize apps from the Adobe Creative Suite for this 1968 project. At the moment, rather than impose one-size-fits-all, your project can be your own unique presentation; we may end up using a single app for a specific kind of presentation—details forthcoming. For the planners in the class, the full details will be available before Spring Break. Also, please take early advantage of office hours to begin talking through some likely options.

Student Responsibilities or Tips for Success in the Course

PACE YOURSELF! Please remember that all assignments have specific due dates within the syllabus. This sort of outlining is designed to empower you to manage this class and all of your other coursework throughout the semester. Please be aware of deadlines, please anticipate due dates, please be careful not to miss assignments, please be sure to attend class—our courses always have a way of snowballing when permitted, so please diligently avoid procrastination and all of the other ways you might end up sabotaging your own success.

Attendance policy

You should attend every class, so you are where the action is, prepared to participate during the discussions. Multiple unexcused absences will trigger a report to your academic adviser. Excessive absences (more than 5 unexcused absences) may result in a failing grade for the course, at the instructor's discretion.

Please inform me if there is a legitimate reason (illness, emergency, etc.) for missing class. Non-documented excuses for absences generally are not accepted, but they might be accepted; please inform me when these situations occur. If you must travel for university business (for example, with an athletic team), then please inform me ahead of time.

Participation

Please complete the reading assignments for this class on time. You should be prepared to discuss reading assignments as part of the class discussion, or within lectures, or as scheduled group work. Occasional in-class writing assignments may be used in place of discussions, as necessary if our class conversation lags.

Please bring questions to class, and I encourage you to ask questions about the material, or to provoke me into further explaining some point found within a reading assignment or made during the class.

You are expected to create and sustain an open intellectual learning environment that fosters comfortable discussion. You are expected to listen to the comments and questions from classmates with an open mind, while clearly respecting viewpoints that might be different from your own. This sort of open environment is necessary for us to properly function as historians –

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we should avoid judging the people of the past, we cannot dismiss historical actors' behaviors because we perceive them to have been "wrong;" we must be open to understanding why people of the past behaved as they did, so that we can learn from their experiences to inform our own.

Reading

You must complete reading assignments **before** we begin the section when they are discussed (Example: assignments for Week 3 must be read before we begin covering Week 3). The documents listed below within the course calendar especially must be read before class discussion, otherwise you will not be prepared for discussion, or for your research assignment. Additionally, you are expected to post your thoughts about the reading and the research assignment to the members of your breakout group according to the schedule included below.

All reading assignments include content covered during class discussions and lectures and other class work; all reading assignments equally include materials that are not part of those conversations or lectures. You are responsible for completing all reading assignments, and you are responsible for all of the material within reading assignments that may not be covered during a class session (this content may appear on quizzes or exams).

GRADING

Final grades for this course will be based on the following percentages total points:

A = 90%-100%	A = 927 – 1030 points
B = 80%-89%	B = 824 – 926 points
C = 70%-79%	C = 721 – 823 points
D = 60%-69%	D = 618 – 720 points
F = 59% or Below	F = less than 617 points

Assignment grading (points) is:

Attendance	110 points
Class Participation	190 points
Quizzes in D2L (10 points each)	150 points
Breakout Group Discussions (10 points each)	140 points
Journal entries (20 points each)	240 points
World War II project	200 points
	1030 points

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 of you 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 the instructor — William.Kuracina@etamu.edu

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>

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Interaction with Instructor Statement

Students are encouraged to contact the instructor anytime, whenever the need occurs. Clear communication with the instructor means that your learning processes can be better supported. Outside of the classroom (or, immediately before/after class sessions), the best way to contact the instructor is by email (William.Kuracina@etamu.edu), or to visit during posted office hours. The instructor also can schedule a meeting at your convenience – please inquire. Do not hesitate to contact the instructor about any concerns or difficulties you may be experiencing – I want to help you solve any problems you might have, but I can only assist you if you make me aware of what is going on with you.

The instructor commits to responding to emails and questions within 24 hours (weekends are an exception, please expect 48 hours). The instructor does not reply to emails after 10pm. Please remember to use proper email etiquette when communicating, and please also remember to include specific details (your full name, the class, etc.), because this information will help me help you.

Statement on Student Grievances

Students who have questions of concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event that the matter is not satisfactorily resolved, the student may bring their concerns to the head of the history department, Dr Sharon Kowalsky (Sharon.Kowalsky@etamu.edu). If again the matter is not satisfactorily concluded, students may bring the issue to the Associate Dean of Students per procedures outlined on p. 15 of the [Student Guidebook](#).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Classroom behavior

Generally, please avoid being a distraction to other students or to the instructor. Please take care of personal needs before class begins. Please remember to mute mobile devices. Please feel free to use your mobile devices for notetaking, but please stay off mobile devices for personal use during class. Although you think that you can subtly multitask this way, you cannot—it is a distraction; if it bothers me, it probably bothers the people around you, too.

The university's faculty members expect that all work submitted for grades is work that the students themselves have completed on their own. University policy insists that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be permitted. Please also see below, "Academic Integrity." Before you make a mistake regarding academic integrity, please ask the instructor about anything that might potentially violate this policy.

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

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](#).

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>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<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 East Texas A&M University 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](#)

[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/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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AI Use in Courses

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 [Undergraduate Academic Dishonesty](#)

13.99.99.R0.10 [Graduate Student Academic Dishonesty](#)

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

East Texas A&M University

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

East Texas A&M University 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

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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 East Texas A&M University 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 ETAMU 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 ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, 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

COURSE OUTLINE / CALENDAR

Week 1

Introductions

25 August (Monday)	Class meets	Introduction to the course
26 August (Tuesday)		<ul style="list-style-type: none">• Introduction to breakout group due @ 11.59 pm
27 August (Wednesday)	Class meets	Introductions <ul style="list-style-type: none">• Syllabus Quiz due @ 11.59 pm

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28 August (Thursday)		• Student Responsibility Quiz due @ 11.59 pm
29 August (Friday)	Class meets	More introductions, success tips, etc.

Week 2

Isolationism: The Middle Kingdom & Tokugawa Japan

Week 2 topic:

- [Traditional China](#)

Week 2 documents:

- *Six Records of a Floating Life* (part 1)

1 September (Monday)	<i>University closed</i>	<i>Labor Day</i>
2 September (Tuesday)		• Week 2 discussion post due @ 11.59 pm
3 September (Wednesday)	Class meets	Lecture about traditional China • Week 2 quiz due @ 11.59 pm
4 September (Thursday)		
5 September (Friday)	Class meets	Discuss <i>Six Records of a Floating Life</i> (part 1) • Week 2 journal entry due @ 11.59 pm

Week 3

Isolationism: The Middle Kingdom & Tokugawa Japan

Week 3 topic:

- [Tokugawa Japan](#)

Week 3 documents:

- *Six Records of a Floating Life* (part 2)

8 September (Monday)	Class meets	Discuss journals — traditional China Lecture about traditional China
9 September (Tuesday)		• Week 3 discussion post due @ 11.59 pm

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10 September (Wednesday)	Class meets	Discuss <i>Six Records of a Floating Life</i> • Week 3 quiz due @ 11.59
11 September (Thursday)		
12 September (Friday)	Class meets	Discuss <i>Six Records of a Floating Life</i> • Week 3 journal entry due @ 11.59 pm

Week 4

Europe arrives

Week 4 topic:

- [Canton System](#)

Week 4 documents:

- Qianlong's edict to King George III, 1793

15 September (Monday)	Class meets	Discuss journals — traditional East Asia Lecture about Tokugawa Japan
16 September (Tuesday)		• Week 4 discussion post due @ 11.59 pm
17 September (Wednesday)	Class meets	Lecture about European arrivals & missionaries Discuss Qianlong's edict • Week 4 quiz due @ 11.59 pm
18 September (Thursday)		
19 September (Friday)	No class	Independent work day • Week 4 journal entry due @ 11.59 pm

Week 5

Opium War

Week 5 assignment:

- [Opium War](#) ("Background" and "Escalation of tensions")

Week 5 documents:

- Lin Xexu's moral advice to Queen Victoria, 1839
- Cantonese declaration to the British, 1841

22 September (Monday)	Class meets	Discuss journals – European trade Lecture about European trade
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23 September (Tuesday)		• Week 5 discussion post due @ 11.59 pm
24 September (Wednesday)	Class meets	Discuss the opium trade documents • Week 5 quiz due @ 11.59 pm
25 September (Thursday)		
26 September (Friday)	Class meets	Discuss Chinese hostility to the West • Week 5 journal entry due @ 11.59 pm

Week 6

Opium War

Week 6 topic:

- [Opium War](#) (“War” and “Aftermath”)

Week 6 documents:

- 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 of Handling the Barbarians,” 1844

29 September (Monday)	Class meets	Discuss journals — Western superiority and extraterritoriality
30 September (Tuesday)		• Week 6 discussion post due @ 11.59 pm
1 October (Wednesday)	Class meets	Discuss how to handle barbarians • Week 6 quiz due @ 11.59 pm
2 October (Thursday)		
3 October (Friday)	Class meets	Discuss the Opium War • Week 6 journal entry due @ 11.59 pm

Week 7

Opening of Japan

Week 7 topic:

- [Opening of Japan](#)

Week 7 documents:

- No documents assigned for this week

The syllabus/schedule are subject to change.

6 October (Monday)	Class meets	Discuss journals — opening China
7 October (Tuesday)		• Week 7 discussion post due @ 11.59 pm
8 October (Wednesday)	Class meets	Lecture about opening Japan • Week 7 quiz due @ 11.59 pm
9 October (Thursday)		
10 October (Friday)	Class meets	Discuss the different openings of China and Japan • Week 7 journal entry due @ 11.59 pm

Week 8

Meiji Restoration

Week 8 topic:

- [Meiji Restoration](#)

Week 8 documents:

- Kido Takayoshi's Observations of Education in the United States
- "The Way of the King"

13 October (Monday)	Class meets	Discuss journals — opening Japan
14 October (Tuesday)		• Week 8 discussion post due @ 11.59 pm
15 October (Wednesday)	Class meets	Discuss the different reactions to Western intrusion • Week 8 quiz due @ 11.59 pm
16 October (Thursday)		
17 October (Friday)	Class meets	Lecture about Meiji Restoration • Week 8 journal entry due @ 11.59 pm

Week 9

Self-Strengthening Movement

Week 9 topic:

- [Self-Strengthening Movement](#)

The syllabus/schedule are subject to change.

Week 9 documents:

- “On the Adoption of Western Knowledge,” 1860
- “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

20 October (Monday)	Class meets	Discuss journals — Meiji Restoration Lecture about Taiping Rebellion
21 October (Tuesday)		• Week 9 discussion post due @ 11.59 pm
22 October (Wednesday)	Class meets	Discuss Western knowledge, weapons, military methods • Week 9 quiz due @ 11.59 pm
23 October (Thursday)		
24 October (Friday)	Class meets	Discuss 1874 debates about modernization • Week 9 journal entry due @ 11.59 pm

Week 10

Japanese Empire

Week 10 topic:

- Skim through [Sino-Japanese War](#) and [Russo-Japanese War](#)

Week 10 documents:

- No documents assigned for this week

27 October (Monday)	Class meets	Discuss journals — Self-Strengthening Movement Lecture about Sino-Japanese War
28 October (Tuesday)		• Week 10 discussion post due @ 11.59 pm
29 October (Wednesday)	Class meets	Lecture about Russo-Japanese War • Week 10 quiz due @ 11.59 pm
30 October (Thursday)		
31 October (Friday)	Class meets	Lecture about Boxer Rebellion • Week 10 journal entry due @ 11.59 pm

The syllabus/schedule are subject to change.

Week 11

China's Hundred Days

Week 11 topic:

- [Hundred Days' Reforms](#)

Week 11 documents:

- Kang Yu-wei's Statement for the "Society for the Study of Self-Strengthening," 1895
- Wang K'ang-nien on Democracy, 1886
- Chang Chih-tung, "Exhortation to Study," 1898
- Conservative opposition, 1898
- Kang Yu-wei's conversation with the emperor, 1898

3 November (Monday)	Class meets	Discuss journals — two different trajectories
4 November (Tuesday)		• Week 11 discussion post due @ 11.59 pm
5 November (Wednesday)	Class meets	Discuss Hundred Days documents • Week 11 quiz due @ 11.59 pm
6 November (Thursday)		
7 November (Friday)	Class meets	Discuss Hundred Days documents • Week 11 journal entry due @ 11.59 pm

Week 12

Open Door and Revolution

Week 12 topic:

- [Open Door Policy](#)

Week 12 documents:

- No documents assigned for this week

10 November (Monday)	Class meets	Discuss journals (Hundred Days) Lecture about Hundred Days
11 November (Tuesday)		• Week 12 discussion post due @ 11.59 pm
12 November (Wednesday)	Class meets	Lecture about Open Door • Week 12 quiz due @ 11.59 pm

The syllabus/schedule are subject to change.

13 November (Thursday)		
14 November (Friday)	Class meets	Lecture about Chinese Revolution <ul style="list-style-type: none"> • Week 12 journal entry due @ 11.59 pm

Week 13

Chinese Revolution

Week 13 topic:

- [1911 Revolution](#)

Week 13 documents:

- Sun Yat-sen's letter to Li Hung-chang, 1894
- Manifesto of the T'ung-meng-hui, 1905

17 November (Monday)	Class meets	Discuss journals – China's Open Door predicament
18 November (Tuesday)	Post	<ul style="list-style-type: none"> • Week 13 discussion post due @ 11.59 pm
19 November (Wednesday)	Class meets	Discuss Sun Yat-sen's revolutionary plans <ul style="list-style-type: none"> • Week 13 quiz due @ 11.59 pm
20 November (Thursday)		
21 November (Friday)	Class meets	Lecture: Chinese Revolution <ul style="list-style-type: none"> • Week 13 journal entry due @ 11.59 pm

Week 14

1920s and 1930s in China

Week 14 topic:

- [Chinese Civil War](#) ("Background" and "Communist Insurgency")

Week 14 documents:

- Sun Yat-sen's Adoption of the Russian Party system, 1923

24 November (Monday)	Class meets	Lecture about Chinese Civil War and Japanese aggression
25 November (Tuesday)	Post	<ul style="list-style-type: none"> • Week 14 discussion post due @ 11.59 pm

The syllabus/schedule are subject to change.

26 November (Wednesday)	Class meets	Discuss the 1920s and 1930s • Week 14 quiz due @ 11.59 pm
27 November (Thursday)	No class	Thanksgiving break
28 November (Friday)	No class	Thanksgiving break

Week 15

World War II in East Asia

Week 15 topic:

- Complete World War II projects

Week 15 documents:

- Complete World War II projects

30 November (Sunday)		• World War II projects due @ 11.59 pm
1 December (Monday)	Class meets	Presentations
2 December (Tuesday)		
3 December (Wednesday)	Class meets	Presentations
4 December (Thursday)		
5 December (Friday)	Class meets	Presentations

Finals Week

Wednesday 10 December, 10.30 am – 12.30 pm

Final comments and conclusions

The syllabus/schedule are subject to change.