

California State University, Chico
History 374-01
East Asian History Since 1800, Spring 2010

Instructor:	Sandra Collins, Ph.D.
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Office hours:	TR 12:00-1:30pm and by appointment
Class days/time:	TR 2:00-3:15pm
Classroom:	Modoc Hall 123
Prerequisites:	None

Course Usage of Blackboard Vista

Copies of the course syllabus and major assignments may be found on Vista. You are responsible for regularly checking the online resources, which is accessed through the portal at <http://portal.csuchico.edu>. All class correspondence should use the Vista Email function .

Course Description and Goals

This course is a survey of the key historical and cultural changes in East Asia since 1800. The primary purpose is to provide students with a basic literacy in East Asian history and cultures. We will explore the intellectual, social, political, cultural and religious traditions of China, Japan and Korea in their chronological contexts. Each “country” will be addressed in a chronological framework, so that students can gain a general knowledge of each of the three countries which primarily constitute East Asia. We will also examine the extent to which we can discuss a common “East Asian” heritage as well as cultural distinctiveness for each of the three countries. We will read a work of translated fiction from an author of each country in order to assess how fiction can provide a glimpse into historical change especially concerning the roles of class, gender, ethnicity and race.

Student Learning Objectives

This class satisfies the General Education course requirements for “Global Cultures” in Area D3: “Cultural and Social Institutions.” This class is designed to help students become proficient with the History Department’s Student Learning Outcomes 2, 4, 6 and 7 (See Appendix B).

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

- LO1...possess a good understanding of the key dynamics of East Asian history.
- LO2...write in the formal style of historical writing, argumentation and presentation.
- LO3...present their questions and analysis in a clear and comprehensive manner.
- LO4...discuss the role of ethnicity, class and gender in East Asian history.

Required Texts/Readings

The following books are assigned as texts and should be purchased from A.S. Bookstore and read in their entirety:

1. Patricia Ebrey, et al. *Pre-Modern East Asia: A Cultural, Social, and Political History. Volume II: Since 1600*. Boston: Houghton Mifflin, 2009. [abbreviated hereafter as Ebrey] **ISBN-13: 978-0547005362**
2. Chang, Jung. *Wild Swans: Three Daughters of China*. Any edition.
3. Ariyoshi, Sawako. *The River Ki*. Tokyo: Kodansha, 1980.
4. Yom Sang-seop, *Three Generations*, Archipelago Books (October 1, 2006), 978-0977857623

This is your course. Ultimately, you will decide what you want to get out of this course and how it ranks among your priorities for this semester. I expect everyone to be good citizens of our classroom and to create a respectful learning environment for everyone. You are encouraged to act respectful to one another by using open communication, turning off any technology (ipods/iphones/mps/cell phones, etc), and being courteous. It is my goal to help each of you succeed. If you are having any issues with any aspects of the class, please email me or come visit me during office hours.

Regular attendance and active participation are essential to a good grade. One unexcused absence is permitted, but each further absence will result in one point deducted from your attendance score. **Students who miss two classes in the first four sessions will be permanently dropped from the course.** You will be required to legibly write your name on an attendance sheet. Please turn off your cell phones prior to attending class.

Communication: I ask that if you need to contact me, use my Vista email. I check my emails frequently and will respond as soon as I am able. I will only use my office phone number during office hours. **All email announcements will go to you via Vista's email function. It is your responsibility to check your Vista email in case I need to reach you.** Throughout this course, **I will be using Blackboard /Vista** to distribute course information and grades.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found <http://www.csuchico.edu/catalog/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

Note on Furloughs

You are encouraged to read up on the dismal state of California's budget and the declining state support for public education including Chico State. Despite the fact that I am required to take 9 furlough days this semester, I would like for students to complete their assignments as indicated on the schedule in order to reach the learning objectives for this class.

Assignments and Grading Policy

This is a lecture survey course with a student discussion component. Your final grade will be determined as follows:

Weekly Review Papers (14 @ 3% each)	45%	Due: Weekly
Three two-page book reports (10% each)	30%	Due (2/25; 3/30; 5/6)
Mid-Term Exam	10%	Due: (3/11)
Final Exam	15%	Due: (5/20)

45 % -Weekly Review Papers: Each Tuesday I will lecture on the key themes for the week. Each student will be asked to write and turn in for each Thursday's class some reflective thoughts (1-5 sentences) or several probing questions (1-3 questions) about the week's readings and discussions. These will be used to help frame our class discussion on Thursdays. (If you should miss class, you may email them to me by the Friday of that week to receive credit for the questions but not attendance). I will not be grading these assignments, but I will be recording if you have completed them or not. Please ensure that they are edited and put your name and date at the top of the page. You will be asked

to post them to our discussion group on Vista by noon on Wednesday and to bring a hard copy to class on Thursday. **Due Date: Post to Vista each Wednesday 10pm before class; hardcopy due in class Thursday.**

30% - Book reports: You are required to write three 12 point Time font and double-spaced, 2 page book reports (on Chang, Ariyoshi and Yom). Each paper will count for 10% of your final grade. You will focus your report on how fiction can provide an alternative lense through which to view history and historical change. Specifically, you must address how the memoirs reflect the problems of China, Korea or Japan. Were any elements of Chinese, Korean or Japanese culture and society critiqued in the memoirs? You can discuss such things as the author's style and viewpoint, the strength and weakness of the book, themes which you find interesting, comparisons between the book and matters discussed in class, etc. In the paper, you can write a paragraph of summary, but don't forget to raise questions and make critical comments. More specific guidance can be found in the Book Report section of the Assignments folder in Vista. You must cite appropriately following MLA guidelines from each book. **Students must turn in two copies of their book reports.** One hard copy will be presented to me in class and another must be submitted to Turnitin.com via our class Vista site. If you have a technical question please contact a student computing technician at helpstu@csuchico.edu. If you fail to complete all three book reports, you will automatically receive a course grade of withdraw failing. **Due Dates: Feb. 25, Mar. 30, and May 6.**

10% Mid-Term and 15% Final Examinations: There are two in-class, examinations for this course. These exams will be multiple choice. The mid-term will count for 10% and the final exam will be 15% of your course grade. Study questions will be handed out before exams, but you should take notes from lectures and read textbooks regularly and carefully. The Weekly Review Papers will be the foundation for the exams. No make-up exams will be allowed unless you have a compelling reason (i.e. medical emergency). If you fail to appear for an examination, you will automatically receive a course grade of withdraw failing. **Due Dates: (Mid-Term) March 11 and (Final Exam) May 20.**

Checklist for written work

Please make sure of the following before handing in written work such as your book reports. Failure to submit a correctly formatted or proofread paper will result in points deducted. Please see Appendix A.

1. Typed double-spaced and one-sided with print dark enough to read easily; one-inch margins, 12-point type, no unusual fonts.
2. The paper must be within the assigned number of pages. A few extra sentences are acceptable, but under no circumstances should the paper exceed the stated length by more than half a page. If your paper is way too short, don't expect a very high grade, either.

3. Include a separate title page with your name, e-mail, course number and date. Please do not include your student number. **You must come up with an original title for your paper that helps define your critical position.**
4. Papers must be stapled (no paper clips, corners folded over, gum stuck to pages, etc.)
5. Proofread carefully for errors in logic, organization, grammar, and spelling. Remember that spell check is not foolproof and it won't fix weak arguments.
6. You must keep a copy of each paper for yourself and be able to produce it on request. Please save all graded papers that are returned to you until the semester is over.
7. You must cite from each book using the MLA guidelines. Adequate citation is integral to your grade.
8. **Papers must be submitted twice. You must provide 1) a paper copy for me to grade; and 2) an attachment sent to the Turn-it-in website.** You are responsible for handing in all assignments on time.
9. **Late work will be marked down the equivalent of a one-third letter grade for every day it is late** (An A becomes an A-, etc.). **No paper will be accepted that is more than three days late.** If you have a genuine emergency, please talk to me.

You will be graded on the 100-point scale below. You must complete all components of the grade (Weekly Review Papers; Book Reports; and Exams). Failure to turn in any will result in the failure of the class despite your final average grade.

Overall grading:

A	100-93	B-	82-80	D+	69-67
A-	92-90	C+	79-77	D	66-60
B+	89-87	C	76-73	F	60-0
B	86-83	C-	72-70		

All requirements must be fulfilled in order to get a passable grade. You must complete the weekly responses, all three book reports and both exams in order to pass this class. An "I" will only be granted upon written request, with good reason, and when the student has completed at least 50% of the course requirements. A "WU" will be assigned if the student fails to fulfill all course requirements without completing a petition for an Incomplete or Withdrawal.

University Policies and Campus Resources

Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs . The policy on academic integrity and other resources related to student conduct can be found at:

<http://www.csuchico.edu/sjd/sja.shtml>

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services) to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Student Computing (Optional)

Computer labs for student use are available <http://www.csuchico.edu/stcp> located on the 1st floor of the Merriam Library Rm 116 and 450, Tehama Hall Rm.131 and the BMU Rm 301. Additional labs that may be available to students in your department/college.

Student Services (Optional)

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: <http://www.csuchico.edu/5.-studentservices.html>.

Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please also contact the Disability Support Services office to coordinate reasonable accommodations for students with documented disabilities. Disabilities Support Services online:

<http://www.csuchico.edu/dss/studentServices/>.

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information,

content subject tutoring, and supplemental instruction. The SLC is online at <http://www.csuchico.edu/slc/>. The University Writing Center has been combined with the Student Learning Center

East Asian History Since 1800/HIST 374-01 Schedule

(Note: subject to change.)

Week	Date	Topics, Readings, Assignments, Deadlines
1	1-26 1-27	Introduction to the Course, Pedagogical Goals China & The Creation of the Manchu Empire (1600-1800) Readings: Ebrey, 262-278. Begin Chang, <i>Three Wild Swans</i> Discussion / Review Paper Topic #1 due at the beginning of class: Discuss the key issues that defined the establishment of the Manchu Empire, especially the relationship between the periphery of Tibet and Mongol empire with the center of a Chinese style Court governed by bureaucrats. Why do you think the Empire lasted so long?
2	2-2 2-4	Edo Japan (1603-1800) Readings: Ebrey, 279-294. Continue with Chang. Discussion / Review Paper Topic #2 due at the beginning of class: Describe the <i>sankin-kotai</i> system that Tokugawa instituted to establish peace. Please discuss how the caste system and various restrictions led to the unintended imbalance of political power held by the samurai and financial/monetary might held by the merchants. Discuss several fun and flamboyant aspects of Edo.
3	2-9 2-11	China in Decline (1800-1900) Readings: Ebrey, 295-323. Continue with Chang. Discussion / Review Paper Topic #3 due: Why did educated Chinese think that Chinese Civilization was in decline?
4	2-16 2-18	Japan in Turmoil (1800-1867) Readings: Ebrey, 324-336. Continue with Chang. Discussion / Review Paper Topic #4 due: Why do some historians consider the creation of the Meiji state as revolutionary? As transitional?
5	2-23	Korea in the Turbulent Nineteenth Century (1800-1895) Readings: Ebrey, 353-368. *First Book Report due at start of class, Thursday Feb. 25.

Week	Date	Topics, Readings, Assignments, Deadlines
	2-25	Discussion / Review Paper Topic #5 due: Why were rebellions emerging in Korea? Was reform and independent action in the late 19 th century possible? What caused the Sino-Japanese war?
6	3-2 3-4	Rise of Modern Japan (1900-1931) Readings: Ebrey, 370-386. Begin Reading Ariyoshi. Discussion / Review Paper Topic #6 due: Describe the paradox of the liberal, mass culture of 1920s Japan compared to the fascist military of 1930s Japan? What led to the belief in <i>kokutai</i> ?
7	3-9 3-11	Modernizing Korea and Colonial Rule (1896-1945) Readings: Ebrey, 387-401. Continue reading Ariyoshi. CLASS CANCELLED DUE TO FURLOUGHS. Discussion / Review Paper Topic #7 due: What was Korean life like under the Japanese colonial government? What was the March 1 st Movement? What was Japan's response? **Your first exam is on Thursday, March 11. Exam will be on-line via VISTA.
	3-16 & 3-18	NO CLASS. SPRING BREAK
8	3-23 3-25	Remaking China (1900-1927) Readings: Ebrey, 402-416. Continue Reading Ariyoshi. Discussion / Review Paper Topic #8 due: Why did the Manchu Reform Movement fail? What were the key tenets of the 1911 Revolution? What role did Japan play in helping to foment Chinese nationalism?
9	3-30 4-1	War and Revolution, China (1927-1949) Readings: Ebrey, 426-440. **Your second book report is due at the start of class on Tuesday, March 30. CLASS CANCELLED DUE TO FURLOUGHS Discussion / Review Paper Topic #9 due: What were the strengths/weaknesses of the Nationalist Party and the Communist Party? Why did the urban middle class become disillusioned with Chiang Kaishek and the Nationalist Party? Was Mao Zedong critical to the Communist Party?
10	4-6	War and Aftermath in Japan (1931-1964)

Week	Date	Topics, Readings, Assignments, Deadlines
	4-8	<p>Readings: Ebrey, 442-456. Begin Reading Yom, <i>Three Generations</i>.</p> <p>Discussion / Review Paper Topic #10 due:</p> <p>How was the Great East Asia Co-Prosperity Sphere a counter point to western colonialization? What were some of the key goals of the US/SCAP Occupation of postwar Japan?</p>
11	4-13 4-15	<p>China Under Mao (1949-1976)</p> <p>Readings: Ebrey, 457-473. Continue reading Yom.</p> <p>Discussion / Review Paper Topic #11 due:</p> <p>Describe the key attributes of the People's Republic of China (PRC) as established by Mao. What was the Cultural Revolution? The Great Leap Forward? Why were intellectuals vilified?</p>
12	4-20 4-22	<p>China Since Mao (1976-the Present)</p> <p>Readings: Ebrey, 474-490. Continue reading Yom.</p> <p>Discussion / Review Paper Topic #12 due:</p> <p>What are some of the key educational, social and gender changes that modern China has experienced since 1976? What is the importance of Tiananmen Square in 1989?</p>
13	4-27 4-29	<p>Korea (1945 to the Present)</p> <p>Readings: Ebrey, 491-510. Continue reading Yom.</p> <p>Discussion / Review Paper Topic #13 due:</p> <p>Was the Korean War responsible for the division of Korea at the 38th parallel or were there internal factors that led to the division? Is unification possible? How has Korea inflected modernity?</p>
14	5-4 5-6	<p>Contemporary Japan (1965 to the present)</p> <p>Readings: Ebrey, 511-524.</p> <p>Discussion / Review Paper Topic #14 due:</p> <p>What was key to the "Japanese economic miracle" in the 1970s and 1980s? What are some of the key issues that face Japan today? **Your third Book Report is Due Thursday May 6.</p>
15	5-11 5-13	<p>Class Review</p> <p>CLASS CANCELLED DUE TO FURLOUGHS.</p>
	5-20	Your second and final exam is 20 May Thursday, 12-1:50pm.

Have a happy summer!

APPENDIX A: Guidelines for written work

- A** An “A” paper or essay is clearly written and well organized. Most importantly, it contains a central argument supported by a well-chosen variety of examples drawn from the assigned readings. Such work demonstrates that the student has grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a compelling, independent argument.
- B** “B” work demonstrates that the student has wrestled with some of the issues in the course. It provides a clearly focused answer, and indicates proficiency with coherent and defensible arguments. The essay contains good examples, which are referenced accurately, but the essay reads as a list of evidence rather than the development of an argument. It demonstrates a strong degree of competence and knowledge, but is marked by some grammatical or stylistic errors. A grade at the bottom end of this range may indicate an insufficiently developed argument with one or more key points neglected. Yet “B” work mainly provides a summary of ideas and information already covered.
- C** A typical “C” paper provides a recap of the historical narrative but offers little in terms of analysis and relies on an inadequate number of sources. Work that receives a grade lower than “C” typically does not respond adequately to the assignment, is marred by frequent errors, unclear writing, poor organization, lack of sources, or some combination of these problems. A “C” range essay has good parts, but it isn’t yet “good” all over. It may have any of the attributes of a “B” range essay, but it has other problems unique to this grade. An essay in this range offers a relevant response to the question, but with little evidence and a poorly developed argument. It tends toward over-summarization, and is more descriptive than analytical. The essay is based on limited reading, and over-reliant on the textbook. The essay is unorganized, with some signs of confusion, and may contain errors of fact or interpretation. Considerable grammatical, spelling and/or footnoting errors.
- D** A “D” paper is a bare response to the question, which shows very little knowledge of relevant material. A grade in this range could result from a failure to address the question; an insignificant or lack of an argument; and/or irrelevant or tangential comments. The essay is inadequately informed, erroneous in matters of fact and interpretation, with virtually no evidence or analysis, and poorly written and organized.
- F** Failure to carry out the task assigned. Negligible or wholly irrelevant content. Plagiarism.

Appendix B: Student Learning Outcomes [SLOs] for History

For this course we will focus on SLOs 2, 4, 6, and 7 and address SLOs 1, 3, 5.

1. Student's work demonstrates critical use and proper citation of both primary and secondary sources.
2. Student's work employs the formal styles of writing, argumentation, and presentation that historians use.
3. Student's work demonstrates a basic mastery of research techniques that historians use.
4. Oral presentations are clear and comprehensive.
5. Student's work demonstrates an understanding of historiographic traditions.
6. Student's work reflects an understanding of the intellectual, political, economic, social, and cultural history of the United States, Europe, Classical Civilization, the Near East, or one "Non-Western" area.
7. Student's work reflects an understanding of the roles of race, class, gender, or ethnicity in history.