**APDS 200-002 Modern East Asia**

Fall 2022

Wednesdays 5:30 – 8 PM in Myers Building 121

Dr. Emily Matson (she/her/hers/她/彼女/그녀) / [matson@american.edu](mailto:matson@american.edu)

Office Hours: Wednesdays, 4-5 PM in person or online by appointment

Office Location: Battelle-Tompkins Hall (Terrace level, location TBD)

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Beijing, The Old Summer Palace (圆明园)

**COURSE DESCRIPTION**

The legacies of imperialism and war continue to haunt the various nations of East Asia. After the forcible opening of Japan to the West and the subsequent Meiji Restoration, Japan embarked on its own imperialist conquests, turning to fascism in the 1930s before its defeat in World War II. After the First Opium War, China suffered a “century of humiliation” under foreign imperialism, which was compounded by various domestic rebellions and several civil wars. The Korean peninsula was also forever scarred by foreign imperialism, both by the West and Japan. The effects of these conflicts linger to this day. For instance, Article 9 of Japan’s postwar constitution prohibits the country from maintaining military forces capable of offensive warfare. Meanwhile, neither of China nor Korea’s respective civil wars have technically ever ended.

In this course, we will examine the tumultuous histories of China, Japan, and Korea in the past 200 years. We will trace how these countries both were influenced by and impacted various global trends (communism, capitalism, imperialism, fascism, etc.) and events (the Great Depression, the World Wars, the Cold War, etc.) Although this is principally a history course, we will engage with a wide variety of primary and secondary source materials, including but not limited to academic articles, short stories, governmental edicts, propaganda, and political cartoons. This will be to expand our views on what “history” is and how it is studied, as well as to challenge some of our preconceived notions on East Asian culture and society.

The goal of this course is for students to acquire a general, overarching comprehension of the chronological framework and major themes in modern East Asian history. In addition, as our world continues to become increasingly interconnected, the instructor hopes that students will be able to relate developments in East Asian history to those in other parts of the world.

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**LEARNING OUTCOMES**

In this course, you will learn to:

* Understand the factors involved in shaping contemporary Chinese, Japanese, and Korean society over the past 150 years and how these societies have been part of broader international trends.
* Explore how the historical discipline can contribute to a greater understanding of East Asian society, what methodology it uses, and how it is unique among the social sciences.
* Improve skills of critical reading, persuasive writing, and crafting original arguments.

**COURSE MATERIALS**

Students will have access to the following e-book through Cengage on their Canvas accounts (one of the tabs on the lefthand side of the main page):

1. *Modern East Asia from 1600: A Cultural, Social, and Political History.* Third Edition by Patricia Ebrey and Anne Walthall (Belmont, CA: Wadsworth Publishing, 2014).

All other written course materials will be available either via hyperlink or through PDFs scanned and uploaded onto the course site. Students are required to bring reading materials to class for discussion.

**ASSIGNMENTS AND GRADING**

94-100 = A, 90-93 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 61-69 = D, and less than 60 = F.

Work not handed in earns 0 points. Late work loses 5 points per 24 hours. Collaborative work is prohibited unless I specifically instruct you otherwise.

Work that includes plagiarism has to be reported to the AIC Administrator and will result in an adjudication process. Possible outcomes are course failure, a notation on your permanent record, suspension, and dismissal. You can find more details on the process here: https://www.american.edu/academics/integrity/code.cfm

**Map Assignment** 5%

This will be a blank map of East Asia that you will need to fill in with the names of major cities and geographical features. It is available online and will be due on Canvas by 5:30 PM on Wednesday, September 7th.

**Participation:** 10%

Both attendance and participation are expected in this class. As we will be working together towards a greater understanding of the course content, being present during our discussions is extremely helpful in order to pass the class. If you miss a class session, please refer to the PPT slides online for a general idea of what we discussed (however, this cannot replace specific lecture and discussion content). I also encourage you to be in touch with other students in the class who can fill you in on missed sessions.

If any student is uncomfortable with speaking during section, please see me early in the semester so that we can come up with other ways to actively contribute. It is also important to note that in addition to speaking in class, active listening is highly encouraged as an integral part of participation.

As part of your participation grade, you will have to post an online discussion every other week by noon on Wednesday before class (starting the week of September 14th – dates are specified in the syllabus). By Monday evening, I will post a series of questions on the readings that you will need to respond to. You can also choose to respond to a classmate’s post. In either case, your posts should be around 250 words each.

**Paper 1** (due 10/19) 25%

**Paper 2** (due 11/30) 30%

The papers should each be about 1200 words in length and will be based on a combination of assigned readings and outside research. More specific instructions for both papers will be updated by the week of September 14th.

**Papers are due in class on the assigned date. Students will be deducted 1/3 of a grade each day the paper is late, and papers not handed in within 2 weeks of the due date will not be accepted.** An electronic copy of the paper is due to Canvas by class time on the due date.

**Final Exam** 30%

The final exam will take place at the end of the semester during finals week. This exam will be based both on lectures and on required reading and be a combination of ID questions and short essays. A study guide will be provided for students by October for the final exam.

**STATEMENTS AND ACKNOWLEDGMENTS**

*Access Statement:* If you find yourself struggling to access this class in any sort of way – because of health issues, disabilities, basic needs efforts, caretaker responsibilities, or structural circumstances – please make sure to talk to me as soon as you can. Together we will figure out how to make this class work for you.

*Diversity Statement:* We believe that promoting diversity – of all cultures, races, genders, sexual orientations, socioeconomic backgrounds, and disabilities – is essential to creating an inclusive community. Each of us brings unique perspectives and experiences to the table that will enrich our university. Accordingly, we strive to not only acknowledge, but celebrate our differences as well as our shared humanity, both in the classroom and beyond.

*Empathy Statement:* We encourage and value the development of historical empathy in this class towards the human actors we encounter in our course. As historians, objectivity does not equal emotional passivity, and we can and must take stances on historical grievances including but not limited to racism, imperialism, and the patriarchy.

*Land Acknowledgment:* In this course, we acknowledge that American University sits on the traditional and occupied territory of the Piscataway, Nacotchtank, and Anacostan peoples. We acknowledge this legacy and find inspiration from this land.

**COVID MEASURES**

**We will keep each other as safe as possible. This includes everyone wearing masks at all times while inside the classroom. If you feel even slightly sick, DO NOT COME TO CLASS. You will not be penalized, and we will try to keep everyone in the loop. If anyone tests positive, please consider informing the rest of us since we have loved ones we need to keep safe as well. Class may at times be held online to ensure everyone’s safety. Other changes may be made depending on public health advice, university rule changes, and CDC guidance.**

**RESOURCES FOR ADDITIONAL SUPPORT**

* **Student Tech Task Force**: If you are experiencing personal technology issues as a result of fully online learning, please contact [techtaskforce@american.edu](mailto:techtaskforce@american.edu) for assistance. The Student Tech Task Force, led by the Office of Information Technology, can provide support for students who may not have the equipment needed for online learning (e.g. personal computer or multimedia equipment), do not have internet access, need access to specific software for a course, or may have another unique need as a result of all classes being online.
* **Academic Support and Access Center (ASAC):** All students may take advantage of the Academic Support and Access Center (located in MGC 243, 202-885-3360) for individual academic skills, counseling, workshops, tutoring and writing lab appointments, peer tutor referrals, and supplemental instruction. Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Asbury Hall. A more complete list of campus-wide resources is available in the ASAC.
* **Students with Disabilities:** AU is committed to making reasonable accommodations for qualified students with disabilities. The ASAC assists students with disabilities and promotes full participation in academic programs and other campus activities. Students are not required to notify the university or any of its offices or personnel of a disability either prior to or subsequent to admission; however, if a student plans to request accommodations, documentation of the disability must be provided. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or [asac@american.edu](mailto:asac@american.edu), or drop by MGC 243. For more information, visit AU’s [Getting Started with Disability Accommodations webpage](https://www.american.edu/provost/academic-access/documentation-and-eligibility.cfm).
* **Counseling Center:** The Counseling Center offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. Contact the Counseling Center to make an appointment in person or by telephone (MGC 214, 202-885-3500), or visit the Counseling Center page on the AU website for additional information.Emergency Drop-In Hours are M-F 2-4 pm.
* **Center for Diversity & Inclusion:** The Center for Diversity & Inclusion is dedicated to enhancing LGBTQ, multicultural, first generation, and women’s experiences on campus and to advancing AU’s commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy (MGC 201 & 202, 202-885-3651).
* **International Student & Scholar Services:** ISSS has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources (202-885-3350, Butler Pavilion 410).
* **Dean of Students Office:** The [Dean of Students Office](http://www.american.edu/ocl/dos/) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class (202-885-3300, Butler Pavilion 408). Drop-in hours are M & F from 2-4 pm.
* **Food Pantry:** AU’s food pantry, The Market, is located on the lower level of Letts Hall. It is open daily from 6 am-12 pm and from 2 pm-2 am.
* **OASIS**: The Office of Advocacy Services for Interpersonal and Sexual Violence (OASIS) provides free and confidential advocacy services for anyone in the campus community who experiences sexual assault, dating or domestic violence, or stalking. Advocacy is survivor-driven and intended to empower survivors to make informed decisions about their health, emotional well-being, and the adjudication process. (202-885-7070, Health Promotion and Advocacy Center (HPAC) – Hughes Hall, Suite 105).
* **Title IX**: New regulations require that Title IX complaints must be submitted to the Office of Equity and Title IX.  Complaints can be submitted on their [website](https://american-advocate.symplicity.com/titleix_report/index.php/pid742031?); calling 202-885-8080; or emailing the Office of Equity and Title IX at  [equityoffice@american.edu](mailto:equityoffice@american.edu). A student, faculty or staff member who receives a complaint or report from another community member must notify either the Office of Equity and Title IX or a supervisor who is then responsible for reporting.
* **Technical Support**:
  + Blackboard Support: Students should immediately report any problems to their Instructor and also contact E-Learning Support Services at [blackboard@american.edu](mailto:blackboard@american.edu) or call 202-885-3904 for 24/7 support. Students can also log on to [Blackboard Help](https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student) for support.
  + AU Help Desk (focuses on all other IT issues): Answers to your technology questions are just an e-mail, instant message, or phone call away. Contact the IT Help Desk at 202-885-2550, [helpdesk@american.edu](mailto:helpdesk@american.edu), or [AskAmericanUHelp](http://www.american.edu/oit/HelpDesk-Chat.cfm) to reach one of our professional staff who can answer your questions and provide general troubleshooting assistance. Students can also log on to the [OIT Help Desk portal](https://americanuniversity.service-now.com/sp?id=contact) for support.
* Writing Center: The [Writing Center](http://www.american.edu/cas/writing/) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1st Floor Commons).

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual’s genetic information or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the AU Department of Public Safety (202-885-2527) or the Office of the Dean of Students (202-885-3300, dos@american.edu). To file a Title IX complaint, contact the Title IX Program Officer (202-885-3373 or TitleIX@american.edu). Please keep in mind that all faculty and staff – with exception of counselors in the Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

**CLASSROOM POLICIES**

*Electronic devices:* Cellphones and laptops are allowed for taking class-related notes and accessing assigned readings online.

*Student athletes:* Please let me know your sports schedule ahead of time. You are still responsible for any missed work. If your sports schedule conflicts with more than 3 class meetings, please meet with me during my office hours early in the semester to make alternate arrangements. In accordance with NCAA regulations, you are not allowed to miss class for practices. If you must miss class for a competition you are advised to minimize any further absences from this class. For more information and for academic support, please visit the webpage for [the Student Athlete Support Program](https://www.american.edu/provost/academic-access/student-athlete-support-program.cfm).

*Plagiarism*: Plagiarism is a serious violation of academic integrity for which there are severe penalties. In short, in your papers you must provide notes giving credit for all ideas of other authors that you use. In addition, when you use direct quotation from a source, you must both include a note citing your source and enclose the quoted matter in quotation marks (unless you are dealing with a long quotation, in which case the quote is put in blocked form, indented from the left margin, without quotation marks). Most of the time you should avoid quotation, instead paraphrasing the source you are using—and, of course, giving credit to your source in a note. It is not enough to substitute a few words or change them around in order to make a paraphrase; a paraphrase must be in your own words—and sentence structure. A true paraphrase does not require quotation marks, but it does require a note. Please feel free to ask me if you have questions about any of this.

**CLASS SCHEDULE**

The topics and readings listed on this syllabus are tentative, and the instructor may modify readings and topics at any time. Students should pay attention for any such changes. Students should come to class having read the materials listed for that date.

The Optional readings are just that – optional, but highly recommended if you want to obtain a more nuanced and complete view of East Asian History from this course.

**August 31, Session 1 – Introduction, East Asia before the 19th Century**

* Optional: *Modern East Asia,* Chapters15-17

**September 7, Session 2 – China and the Advent of Western Imperialism**

* **Map Assignment DUE**
* *Modern East Asia,* “Connections: Western Imperialism”
* *Modern East Asia*, Ch. 18
* Chen, “Qianlong’s Rejection of Macartney’s Demands: Two Edicts,” pg. 87-93
* Chen, “Memorial on Legalizing Opium,” “Memorial on Banning Opium,” and “Imperial Edict,” pg. 95-103

Optional:

* ["The First Opium War"](https://visualizingcultures.mit.edu/opium_wars_01/index.html)
* ["The Boxer Uprising - I"](https://visualizingcultures.mit.edu/boxer_uprising/index.html)

**September 14, Session 3 – Japan and the Advent of Western Imperialism**

* **Discussion Post 1 DUE**
* *Modern East Asia*, Chapters 19 and 20
* ["Black Ships and Samurai"](https://visualizingcultures.mit.edu/black_ships_and_samurai/index.html)

Optional:

* ["The Opium War in Japanese Eyes"](https://visualizingcultures.mit.edu/opium_wars_japan/index.html)
* ["Throwing Off Asia I"](https://visualizingcultures.mit.edu/throwing_off_asia_01/index.html)
* ["The Day the Internet Blew Up in My Face"](https://international.ucla.edu/institute/article/56541?fbclid=IwAR2EmWF_MtM0HSyURn9j8BGw_4AEEgmrZxT4CQ1sDKOJPVZLq4pr6zr3qmQ)

**September 21, Session 4 – Korea and the Advent of Western Imperialism**

* *Modern East Asia,* Chapter 21
* Gordon H. Chang, “Whose “Barbarism”? Whose “Treachery”? Race and Civilization in the Unknown United States-Korea War of 1871.”
* *Sources of Korean Tradition,* “Conflicts with the West,” pg. 222-226.

**September 28, Session 5 – Japanese Imperialism and Taisho Democracy**

* **Discussion Post 2 DUE**
* *Modern East Asia,* Chapter 22
* Kaneko Fumiko, “What Made Me Do What I Did” (pg. 80-124)
* Akutagawa Ryonosuke, “In a Grove”
* Edogawa Ranpo, ["Daydream"](http://columbiajournal.org/daydream-by-edogawa-ranpo-translated-from-japanese/)

Optional:

* ["Social Protest in Imperial Japan: The Hibiya Riot of 1905"](https://visualizingcultures.mit.edu/social_protest_japan/index.html)

**October 5, Session 6 – Korea’s Reforms and Colonization**

* *Modern East Asia,* Chapter 23
* *Sources of Korean Tradition,* “The *Independent* and the Independence Club,” pg. 278-282
* *Sources of Korean Tradition,* “Declaration of Independence,” pg. 336-339
* Richard E. Kim, *Lost Names: Scenes from a Korean Boyhood* (Berkeley: University of California Press, 1970 [1998], 87-115.

**October 12, Session 7 – The Fall of the Qing and Rise of Republican China**

* **Discussion Post 3 DUE**
* *Modern East Asia,* Chapter 24
* Chen, “Zou Rong on Revolution” and “Qiu Jin: Feminist Revolutionary,” pg. 179-187
* Lu Xun, “Diary of a Madman” and “New Year’s Sacrifice”

Optional:

* Chen, “Chen Duxiu: Call to Youth” and “Li Dazhao: The Victory of Bolshevism,” pg. 219-228
* Lu Xun, ["The True Story of Ah-Q"](https://www.marxists.org/archive/lu-xun/1921/12/ah-q/index.htm)

**October 19, Session 8 – China’s Civil War and World War II**

* *Modern East Asia,* “Connections: World War II”
* *Modern East Asia*, Chapter 25
* Rana Mitter, *Forgotten Ally*, pg. 1-15
* Chen, “The Rape of Nanjing,” pg. 327-333
* **Paper 1 DUE**

Optional:

* Chen, “The Mukden Incident and Manchukuo,” pg. 265-269

**October 26, Session 9 – Japan’s Occupation and Post-World War II**

* **Discussion Post 4 DUE**
* *Modern East Asia*, Chapter 26
* John Dower, *Embracing Defeat*: “Emperor Responsibility,” pg. 280-289 and 319-345
* John Dower, “Peace and Democracy”

**November 2, Session 10 – The Founding of the PRC and Mao Zedong**

* *Modern East Asia,* Chapter 27
* Chen, “Heroine of the Great Leap Forward: A Brief Biography of Li Shuangshuang,” pg. 422-436
* Chen, “Life and Death of Lei Feng, An Admirable “Fool”,” pg. 441-445
* Chen, “The Lost Generation,” pg.467-477

Optional:

* Chen, “Ding Ling’s Fiction: *The Sun Shines over the Sanggan River*,” pg. 380-386
* Chen, “Chiang Kai-shek: Back to the Mainland,” pg. 389-393

**November 9, Session 11 – The Korean War and the Two Koreas**

* **Discussion Post 5 DUE**
* *Modern East Asia,* Chapter 28
* *Sources of Korean Tradition,* “On Eliminating Dogmatism and Formalism and Establishing Juche (Chuch’e) in Ideological Work” (420-425)
* *Sources of Korean Tradition,* Kim Dae Jung, “My Struggle, My Aspiration” (439, 441-445).
* Tim Shorrock, “Kwangju Diary: The View from Washington,” in Jae-eui Lee, ed., *Kwangju Diary: Beyond Death, Beyond the Darkness of the Age*, translated by Kap Su Seol and Nick Mamatas (Los Angeles: UCLA Asian Pacific Monograph Series, 1999), 151–172.

**November 16, Session 12 – Japan’s “Economic Miracle” and Stagnation**

* *Modern East Asia,* Chapter 29
* McCormack, “The Production State,” pg. 25-70
* McCormack, “Koizumi’s Coup,” pg. 5-16

**November 23 – Thanksgiving break, NO CLASS**

**November 30, Session 13 – China’s “Reform and Opening Up”**

* *Modern East Asia,* Chapter 30
* Marie Claire Bergere, “Tiananmen 1989: Background and Consequences”
* ["Is Mao Still Dead?"](http://www.chinafile.com/conversations/mao-still-dead)
* **Paper 2 DUE**

**December 7, Session 14 – East Asia Today**

* **Discussion Post 6 DUE**
* Schumacher, “Asia’s ‘Boom’ of Difficult Memories: Remembering World War Two Across East and Southeast Asia”
* Pugliese, “The China Challenge, Abe Shinzo’s Realism, and the Limits of Japanese Nationalism”

**INSTRUCTOR BIO**

Dr. Matson received her PhD and MA in History from the University of Virginia, where she wrote a dissertation about museums that commemorate the War of Resistance against Japan (China’s experience of World War II) in Northeastern China. She previously taught at the College of William and Mary and Randolph College, where she designed and taught a variety of courses, including “Historical Memory of WWII in East Asia” and “The Life and Legacy of Mao Zedong.” Last year, Dr. Matson was a Wilson Center China Fellow. Her research interests include Manchuria (Northeastern China), museums, historical memory, and World War II, and she is currently working on the manuscript of her first book. Dr. Matson is fluent in Mandarin Chinese and Spanish and has basic comprehension of Japanese and Russian.