History 231: Introduction to East Asian History

Course overview

This course introduces the civilization, culture and history of East Asia (China, Korea and Japan) from antiquity to the present. It is impossible to offer a comprehensive survey of this vast and diverse region in a single semester. Therefore, our emphasis will be on selected themes and features that will aid in the understanding of contemporary events and problems. In short, we will explore how inhabitants of contemporary East Asia remember their past and how these memories influence contemporary identity, perceptions of others, foreign relations etc.

Texts/readings


Supplementary readings on Blackboard

Book review: read and report on one (1) of the following works (available via on-line booksellers; see http://www.bestwebbuys.com/books/ for bargains). See syllabus for details.


Assignments and grading

Mid-term exam 20%
Final Exam 20%
Book Review 13%
Short essays (2) 26% (13% each)
Other assignments 21%

Information and expectations

I: How to reach me:
--E-mail (kwlarsen67@gmail.com). This is the best way to reach me. I check my e-mail at least twice a day (on weekdays) and make it a rule to respond as quickly as possible.
--My office: JFSB 251 (422-3445). My regularly scheduled office hours are W 2:30-4:00 pm; F 2:30-4:00pm. In addition, I will be available at other times by appointment. I can often be found in my office during the day. Feel free to drop by unannounced with class-related questions or issues, or just to chat. If the matter is urgent, contact me to make an appointment.

II: Course Objectives

--"Basic literacy" in the history and culture of East Asia. In order for you to make sense of the vast and complex forces that shaped the modern transformation of Asia, it is important to be able to identify, recognize and memorize basic geography and chronology as well as important dates, figures, events and processes. These facts and figures do not constitute "history" any more than the alphabet constitutes "literature." Yet, without a firm grasp of them, understanding the history of Asia becomes an extremely difficult task.
--A clear understanding of how the past and our understanding of the past have shaped present developments, issues and problems.
--The ability to think and write about issues in East Asian history and culture in a critical and compelling manner.
III: Expectations: What I expect of you
--A thorough reading of all handouts and other materials given to you (or posted on the course Blackboard site). We have only a few hours to examine centuries of important changes and developments in Asia; therefore, I don't want to spend much time reading things to you that you can read on your own. Please pay close attention to my handouts that will often contain important information about assignments, deadlines, etc.
--A close reading of all reading assignments. You are expected to have read the assigned readings (see schedule and/or outline on Blackboard before coming to class. I have attempted to compile a reading list that is not excessively long. However, it is important that you budget your time and energy so as to be able to read the assigned materials. You are not expected to memorize every fact, figure, chart and graph in the readings. However, you should be able to summarize the main points and salient arguments of each reading. You should also come to class ready to discuss and write about the readings and the questions they raise.
--Participation in class discussions. One of the best ways to explore the themes and issues of this course is to talk about them. You are expected to contribute to class discussions with a combination of your understanding of the assigned readings and your own ideas and experiences. Please also come to class with a willingness to frequently ask questions, vigorously air opinions and respectfully consider opinions that differ from your own
--Have fun. Believe it or not, learning about the history and culture of one quarter of the earth’s present population can be enlightening and even enjoyable.

IV: Expectations: what I don’t expect of you
--Prior knowledge of Asia. We are all students. The important thing is not how much (or how little) we know, but what we do with what we know. Don’t let what you perceive to be a lack of knowledge or experience vis-à-vis your colleagues intimidate you into remaining silent. Such an outcome is not only detrimental to your grade but, more importantly, to your education.
--A perfectly formed, flawlessly logical contribution to class discussions. Just because you haven't developed an idea into a fully formed thesis doesn't mean it can’t contribute to discussion.

V: Expectations: what you can expect of me
--A close reading of all assigned materials.
--An even closer examination of your written assignments, exams, book reviews and quizzes.
--The prompt return of all submitted assignments with constructive suggestions for improvement (if necessary).
--Availability for consultation outside of class.
--Direction but not domination of class discussions.

MISC.
I: Blackboard. Course reserve readings and assignments will be posted on Blackboard. See https://blackboard.byu.edu/webapps/portal/frameset.jsp for details. If you are unfamiliar with this program or how to access it, please see me.

II: Academic integrity is vitally important. This means (among other things) that all submissions of written work are entirely your own and all sources are properly cited.

Should you have any questions about this or other related matters, consult the BYU Honor Code (especially the section on “Academic Honesty” (http://saas.byu.edu/catalog/2009-2010ucat/GeneralInfo/HonorCode.php#HCOfficeInvovement)) or see me. Cheating, plagiarism or other violations of the Code will result in no credit for the assignment, quiz, or test, and may result in failure for the course.

III: Honor Code Dress and Grooming Standards. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

IV: Preventing Sexual Harassment. Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com, or contact the Honor Code Office at 801-422-2847.

V: Students with Disabilities. If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.
SHORT ESSAY CRITERIA

1) **Two (2)** five-page (double-spaced) essays on topics of your choosing.
   --Topics should be directly related to East Asia and should be historical in nature (note: this does not necessarily exclude contemporary or modern topics).
   --Topics should not be too broad (remember, you only have five pages)

2) Essays should strictly adhere to all “Requirements for Written Work”

3) Essays should consult a minimum of **two (2)** published outside sources (books, journals etc.) that deal specifically with your chosen topic. Reference works (encyclopedias or on-line tools like Wikipedia) and general survey histories (e.g. anything that has *History of Asia, History of Japan* etc. as its title) may be consulted but do not count toward the two-source minimum.

4) Essays should make, explain and defend a **single, clear argument**, not merely muse on a theme or present a narrative. An easy way to make sure your essay makes an argument is to ask yourself the following questions about your essay:
   --what is the **topic/subject** of the essay? Examples might include Confucianism in Korea or the Chinese Civil War.
   --what is the single, focused **question** that my essay asks about the topic? Examples: How did Confucianism influence the Korean family during the Chosôn period (1392-1910)? How did the Chinese Communist Party (CCP) win the Chinese Civil War?
   --what is my **answer** to the question? **This is your argument**! Be sure that the bulk of your essay’s space and attention is devoted to articulating, expanding, and defending your argument.

5) Essay #1 is due on October 8; Essay #2 is due on November 19. Late submissions will be penalized.
BOOK REVIEW

I: Select and read one (1) of the books from the following list:


II: After closely reading the entire book, write a review of the book that religiously adheres to the following criteria:

--no more than five pages, double-spaced

--your review should accomplish two basic tasks:

1) Give the reader a thorough grasp of the topic, themes, strengths and weaknesses of the book. This is not a film review in which it is taboo to give away the ending. Rather, the reader of your review should have a very good idea of the most significant parts of the book from start to finish.

2) Make your own argument and/or observations about one particular theme or aspect of the book. This can be anything you choose. If you have difficulty selecting a topic for your own argument, you might want to consider trying to answer one of the following questions:

--what does the book you have chosen to review tell us about the changes in the status of women in the country it describes?

--what does the book tell us about social change more generally? In other words how was Chinese/Korean/Japanese society different at the end of the book as compared to the beginning?

--Does the book shed light on how Chinese/Koreans/Japanese viewed the individual and/or national identities?

Note that these are suggestions only. You can choose whatever topic, theme or issue you wish, so long as you can make a significant and interesting argument about it.

Also note that your own argument is an integral part of your review. You should devote a considerable amount of time, space and energy to making and defending it.

--Quotations, paraphrases, or ideas from the original work (e.g. the book you are reviewing) must be properly cited. MLA, Turabian, Chicago Manual of Style or other forms of citation are acceptable; just be consistent.

--Consultation of outside reviews, printed or web-based, is not required. However, should you decide to consult an outside review, you must acknowledge this in your review and cite the source wherever appropriate. Do not plagiarize! See me if you have any questions concerning this.

--Correct grammar and syntax are a must. See “Requirements for Written Work” below for some suggestions and specifics.

III: Book Reviews are due on the last day of class, December 8. Late submissions will be penalized.
CLASS QUIZZES AND ASSIGNMENTS

These assignments count for a full 21% of your grade. Devote time and energy to them accordingly. The description and breakdown of the assignments are as follows:

1) **Map Quiz** to be held on September 3. Be able to identify key geographical terms on a map. See session 3 on Blackboard for details. (3 points).
2) Read the entire syllabus and the section “Academic Honesty” of the BYU Honor Code (http://saas.byu.edu/catalog/2009-2010ucat/GeneralInfo/HonorCode.php#HCOfficeInvovement) and submit a signed statement indicating that you have done so no later than September 8 (1 point).
3) **Office hour visits**. Visit me at least twice during the semester. Come prepared with at least one substantive question about the course each time. If your schedule makes it impossible to visit during my regularly scheduled office hours, please make arrangements to meet with me at another time. Chatting after class is not an adequate replacement for this assignment. In addition you should visit at least one other BYU faculty member whose focus is East Asia (or whose work includes a substantial East Asia component) and ask him or her one Asia-related question (preferably one related to his or her area of expertise). After doing so, submit a brief recapitulation of the visit (e.g. who you visited, the question you asked etc.) (1 point per visit = 3 points).
4) **In-class quizzes and/or instant response papers** (14 points). Quizzes will be administered on a random basis. They will cover assigned readings, the main points of previous lectures, and/or your own thoughts or responses to issues and themes of the course. I will automatically drop the three lowest quiz scores, no questions asked. Aside from documented medical or other university-approved reasons, quizzes may not be made up.
MAP QUIZ TERMS

Be able to indicate the location of the following on a map (quiz to be held on Friday, September 3):

Korean Peninsula
Japan
China
Sea of Japan/East Sea
Yellow Sea
Seoul
P'yŏngyang
Pusan
Cheju Island
Manchuria
Mongolia
Yangtze River (Yangzi River)
Yellow River
Yalu River
Beijing
Nanjing
Guangzhou (Canton)
Shanghai
Chongqing (Chungking)
Hong Kong
Xi'an
Hainan Island
Taiwan
Tokyo
Honshu
Kyushu
Shikoku
Hokaido
Tsushima
Osaka
Nagasaki
Xinjiang
Tibet
Yan'an
REQUIREMENTS FOR WRITTEN WORK

1) Submission guidelines:
--All assignments must be submitted in paper form in class on the due-date. In addition, send an electronic copy of the same assignment to me via e-mail (kwlarsen67@gmail.com) before submitting the paper copy in class. Late submissions will be penalized.
--Document title: All electronic submissions should use the following format in the electronic title of the document (in other words, when you click “save” or “save as”):

Full last name, First initial of first name, Brief title of paper/assignment, Name of course, Date (optional).


2) Format
--All written assignments must be typewritten and double-spaced with reasonable fonts and formats.
--Assignments of multiple pages should be bound together with a staple or paper clip.
--Assignments of multiple pages should be paginated.
--All written assignments (both paper and electronic versions) should include the name of the author, name of course, and date.
--All written assignments should have a title.
--Omit extra spaces between paragraphs, headings etc. Extra white space gives the impression that you are trying to fill up space rather than convincingly convey an argument. Note to Microsoft Word 2007 users: this requires changing the default spacing before and after paragraphs to “0.”
--Avoid “orphan” sentences or headings (e.g. single lines of a heading or a new paragraph at the bottom of the page).
--Avoid page-long (or longer) paragraphs. Paragraphs of this length generally tell me that you aren’t exactly sure what the main point of your paragraph is.

3) Sources and citation
--Any time you use a fact, figure, word, phrase or idea that is not your own, you need to let the reader know you are doing this by properly citing your sources.
--Proper source citation is required for two reasons (among others):

1) Adhering to the BYU Honor Code by avoiding plagiarism. Plagiarism is defined in the BYU Honor Code (http://saas.byu.edu/catalog/2009-2010ucat/GeneralInfo/HonorCode.php#HCOofficeInvolvement) as follows:

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

2) Following proper scholarly conventions by acknowledging sources of information (and, therefore, helping the reader distinguish between the words, phrases and ideas of others and your original contributions) and enabling the reader to locate your sources on his or her own.

--When citing sources from edited volumes, be sure to indicate the actual author and article/chapter title rather than citing only the title of the book and its editor. For example, the chapter written by Peter C., Perdue “A frontier view of Chineseness” in the book The Resurgence of East Asia: 500, 150 and 50 year perspectives edited by Giovanni Arrighi, Takeshi Hamashita and Mark Selden, should be cited under Perdue’s name with the title of his chapter first:


--Be vigilant to ensure that works cited/bibliography match what is cited in footnotes or parenthetical citations in the paper text.

--The titles of publications should be italicized or underlined (e.g. New York Times, or Korea Old and New). Titles of articles or chapters contained within those publications should be placed within quotation marks. For example:


--Whenever humanly possible, specific page numbers should be cited!

--“Block quotes,” quotations that are four or more lines in length, should be indented, single-spaced, and avoided if at all possible. Generally the message a block quote sends to me is that you are trying to fill space and have little or nothing to say.
4) **Grammar, syntax, and spelling** (with many thanks to W.B. Hauser, M.B. Knox et al).

Formal academic writing at the collegiate level can and should be **completely** free of grammatical, syntactical and spelling errors. Please note the following areas of particular focus and emphasis.

**a) Possessive**

Please memorize the following distinctions.

SINGULAR: king SINGULAR POSSESSIVE: king's

PLURAL: kings PLURAL POSSESSIVE: kings'

Be especially careful of "it." The possessive of "it" is "its." NO APOSTROPHE!

IT'S is a contraction of "it is," and is unacceptable in formal writing. Therefore if you see "it's"—with an apostrophe—it must be wrong!

**b) Agreement**

Do not mix singular subjects and plural verbs or pronouns (or vice versa).

"Japan felt the agreement should be made on their terms." [The syntax is wrong: Japan is singular, their is plural.] "Japanese leaders felt the agreement should be made on their terms," is correct, as is "Japan felt the agreement should be made on its terms."

**c) Use of pronouns without a clear antecedent.**

Be careful of sentences or paragraphs that begin with "this." For example: "This reflected Japan’s determination to protect itself from foreign domination." What is "this?" How is the reader to know?

**d) Tenses**

The only appropriate tenses for dealing with past events are the PAST tenses. If you find yourself writing a history paper in the present tense, you are doing something wrong. Different disciplines (i.e. Literature or Biology) use different conventions for tenses.

**e) Contractions, Colloquialisms, Jargon**

Contractions (can't, won't, it's, etc., and the like) are unacceptable in formal writing. DO NOT USE THEM. Colloquialisms and slang are equally out of place. Avoid redundancies such as "time period," phrases such as "At that time" [be specific - use the date instead], "awesome" or "for sure" [vacuous].

**ERROR SEARCH LIST FOR WORD PROCESSORS:**

Before submitting a piece of written work, you will be well served to search for (and correct when needed) the following:

--it's (a contraction; the possessive of "it" is "its")

--them, their (check pronoun agreement)

--this, this (check for clear antecedent)

--like (if you are comparing, use "as" for "like")

--quote (Must be a verb; the noun is quotation)

--lead (make sure you do not mean led)

--capitol (unless you are referring to the famous domed building in Washington DC, you probably mean “capital”).

--“thrown” (I am perennially surprised at how many students use this word when referring to a monarch’s chair (throne).

--“populous” means heavily populated or crowded; it does NOT mean “all the inhabitants of a place” (e.g populace).

--“tenant” (someone who pays rent for land) is not the same as “tenet” (“An opinion, doctrine, or principle held as being true by a person or especially by an organization”).
MID-TERM EXAM IDENTIFICATION TERMS AND QUESTIONS

I) Take the mid-term exam in the Testing Center some time between October 19 (Tuesday) and October 23 (Saturday).
II) There is no time limit on the exam but you should plan for around three hours.
III) Bring a Blue Book, pen and your vast stores of knowledge of East Asian history. Leave everything else at home.
IV) Mid-term format:

A) “Nuts and bolts” (10%): 20 questions (.5 points each) on basic geography (don’t forget the map quiz terms!), chronology, concepts (four noble truths of Buddhism, 5 cardinal relationships of Confucianism etc. etc.). Format: multiple-choice, true-false, matching etc.

B) Identification terms (40%): 8 terms (drawn from a larger list [5 points each]). A perfect answer will include all of the following:
-- a single sentence (or two at most) that clearly identifies the term (indicating, whenever appropriate, time, location, etc.).
-- a single sentence (or two at most) that demonstrates the significance of the term.
-- supporting and/or additional detail.
In all cases, sentences that are precise, detailed (including dates!) and descriptive are vastly preferred. Full sentences are not required (e.g. “bullet form” answers are acceptable)

Example: George Washington

“Commander of the Continental Army (1775-1783) and first President of the United States (1789-1797)”

is much better as an identifying sentence than

“Revolutionary War general and American President”

which, in turn, is better than either

“Gentleman farmer at Mt. Vernon” or “Important American leader”

Similarly,

“Inspirational leadership (Valley Forge) and daring tactics (crossing the Delaware) helped defeat the British.
Decision to step down after two terms strengthened the republican foundation of the United States.”

is vastly preferable as an expression of significance to

“Regarded as ‘father’ of the United States.”

Once you complete the identification and significance portions of your answer, then it is time for you to demonstrate your vast store of knowledge by providing supporting and additional detail (Mt. Vernon, French and Indian War, wooden teeth (but not really), surveyor as a youth, warned against entangling alliances etc. etc.). The more of this you can provide (within reason), the better.

All necessary information on these terms can be found in the course textbook, course lectures and supplementary readings. No outside research is required or expected.

IDENTIFICATION TERMS

Amaterasu
Civil Service Examination system
Fujinara clan
Geomancy
Han'gŭl
Han Dynasty
Han Dynasty
Hideyoshi Invasions
Hiragana
Kamakura Era
Kangxi Emperor
Kaya/Mimana
Koguryo
Koryo
Manchus
Mongols
Pure Land Buddhism
Qinshihuaungdi
Samurai
Sejong
Shamanism
Shang Dynasty

Tang Dynasty
Tan’gun
Taoism/Daoism
Tokugawa Era
Wanli Emperor
Yangban
Zen Buddhism
Zheng He (Cheng Ho)
C) **Essay question (50%)**

Drawn from the list below. You will be allowed to choose your essay question from a list of two or three potential questions. Be sure that your essay is or does the following (in descending order of importance):

--**answers the question(s). Everything in the essay should speak directly to answering the question(s) posed.** Don’t simply list everything you know about the topic unless you can demonstrate why it helps answer the question. Make it easy for the reader by concisely stating your answer to the question (in no more than a sentence or two) in the introduction to the essay.
--**is well- and thoroughly-supported by specific evidence and your own analysis.** In most if not all cases, there is no single “correct” answer to these questions. There are, however, well-supported and not-so-well-supported answers. Whether your essay is persuasive will largely depend on the degree to which you can mobilize evidence and your own thought and reasoning to support your conclusions. The more specific and precise you can be in terms of names, dates, events, and phenomena etc. the better.
--**is clearly organized** with an introduction (that states your main thesis or argument), main body, and conclusion.
--**is grammatically and syntactically correct.** Take your time to avoid distracting mistakes.

**Potential essay questions**

Which of the following **best** fits the “Dynastic Cycle” model of history? Which fits **least best**? Explain your answers: Han Dynasty, Tang Dynasty, Ming Dynasty, Koryô Dynasty.

Do the three major nations/peoples of East Asia have more in common or more that makes each one distinct? Be specific!

How has Confucianism influenced East Asian polity, ideology and society?

Is Buddhism “East Asian?” Why or why not? Consider both sides in your discussion.

Choose one of the following areas: polity, economy, society or ideology. Explain how was East Asia different in 1500 A.D. compared to 500 B.C.

Choose what you regard as the three (3) most significant and/or influential figures of pre-modern East Asian history. Explain and defend your choice.

**NOTE:** Your essay need only deal with the history, culture, society etc. of the topic up to the point in time we cover in class before the mid-term. You do NOT need to consider the 20th century, modern examples or implications etc.
FINAL EXAM INFORMATION

I) We will take the final exam in class at the date and time designated by the University: December 15 from 11:00 am to 2:00 pm. Please do not make holiday travel plans that interfere with your ability to take the final!

II) Bring a Blue Book, pen, and your knowledge and wisdom. Leave all else at home.

A: “Nuts and bolts” (10%): 20 questions (.5 points each) on basic geography (don’t forget the map quiz terms!), chronology and concepts. Format: multiple-choice, true-false, matching etc.

B: Identification terms (40%): 8 terms (drawn from a larger list (5 points each)). See mid-term exam info for expectations

Opium War
Taiping Rebellion
Self-strengthening Movement
Boxer Rebellion
Empress Dowager Cixi
Sun Yat-sen
Warlords
Nationalists (KMT)
Northern Expedition
May 4th Movement
Chiang Kai-shek
Mao Zedong
Chinese Communist Party (CCP)
Long March
Nanjing Massacre
Great Leap Forward
Cultural Revolution
Tiananmen Square Massacre
Deng Xiaoping
Chiang Ching-kuo (Jiang Jingguo)
2-28 incident
Chen Shui-bian

General Sherman Incident
March First Movement
“Comfort women”
Syngman Rhee
Kim Il Sung
38th Parallel
Park Chung Hee
Kwangju Incident
Great uprising (1987)
Sunshine Policy
Kim Jong Il
Juche (Ch’uch’e)
Meiji Restoration
Sino-Japanese War (1894-95)
Russian-Japanese War (1904-05)
Zaibatsu
Emperor Hirohito
Wartime Mobilization
SCAP
Yoshida Shigeru
“Asian values”
Asian Financial Crisis
Liberal Democratic Party (LDP)

C) Essay questions. Two (2) questions to be drawn from the list below. (25% each). See mid-term exam info for expectations.

Potential Essay Questions

In what ways did East Asians respond to the challenge of Western Imperialism? How significant is the idea of a Western “impact” and an Asian “response” to our understanding of the history of East Asia?

Describe the rise of the Japanese Empire. How did Japanese imperialism influence the history of East Asia?

Explain the origins, course and consequences of the Korean War.

Describe and explain the most significant changes in East Asia’s economy during the 20th century.

Describe the most important challenges that China faced during the 20th century. How did Chinese attempt to meet them? Have these attempts been successful?

How has socialism/communism influenced East Asia in the 20th century?

Despite the dramatic change in the politics, economies, ideologies and societies of East Asia in the 20th century, many have commented on what they see as elements of continuity with the past. Describe and explain a few of the most significant of these.

Choose what you regard as the three most significant and/or influential figures of modern East Asian history. Explain and defend your choice.
CLASS SCHEDULE (TENTATIVE)

Aug 30: Intro to course

Sept 1: Origins and beginnings

*East Asia, 1-7*

Sept. 3: Systems of thought I: Buddhism

*East Asia, 69-70, 94-97*

“Overview of Buddhism” (Blackboard)

“Buddhism” (Blackboard)

**Map quiz**

Sept. 6: No class (Labor Day Holiday)

Sept. 8: Systems of thought II: Confucianism

*East Asia, 26-29*

Pre-Confucian China and the Five Classics (Blackboard)

Confucius (Blackboard)

Mencius (Blackboard)


Selections from the Analects (Blackboard)

**Syllabus and Honor Code Statement due**

Sept. 10: Systems of thought III: Daoism, Shamanism, Shinto etc.

*East Asia, 43-46*

Selections from Laozi (Blackboard)

The Han Synthesis (Blackboard)

Yin and Yang (Blackboard)

Wu Hsing (Wu Xing) The Five Material Agents (Blackboard)

Shinto (Blackboard)

Sept. 13: Wrapping up philosophy and thought.

Sept. 15: Early China

*East Asia, 8-34*


Sept. 17: Early Japan

*East Asia, 114-127*

Sept. 20: Early China II

*East Asia, 35-73*


Two Biographies from *Records of the Grand Historian* (Blackboard)

Sept. 22: Early Korea

*East Asia, 98-113*

Sept. 24: Tang and Song China

*East Asia, 74-93, 128-146*

Li Bai (Li Po) “Drinking Alone with the Moon” (Blackboard)

Selections of Chinese Poetry (Blackboard)
Sept. 27: Koryô Korea

*East Asia*, 167-179

Sept. 29: Heian and Kamakura Japan

*East Asia*, 147-159; 180-193
The Heiji War (Blackboard)
The Kamakura Bakufu (Blackboard)

Oct. 1: “Barbarians”

*East Asia*, 160-166; 194-204
David Morgan, *The Mongols*, 111-115. 116-119 (Blackboard)

Oct. 4: Ming China

*East Asia*, 221-239
Selections from Birch, Cyril. *Stories from a Ming Collection* (Blackboard)

Oct. 6: Chosôn Korea

*East Asia*, 240-256

Oct. 8: Mediaeval Japan

*East Asia*, 206-220

**Essay #1 due**

Oct. 11: Neo-Confucianism

J.Y. Tan, “Confucianism and Neo-Confucianism (Blackboard)

Oct. 13: Tokugawa Japan

*East Asia*, 279-294
Selected readings (Blackboard)

Oct. 15: The Qing Empire

*East Asia*, 262-278
Pamela Crossley, “The Qing Expansion” *The Manchus*, 75-95 (Google Books)

Oct 18: Wrapping up and mid-term review

Oct 19-22: Mid-term exam period (no class)
Take mid-term exam in the testing center.

Oct. 25: Western imperialism

*East Asia*, 295-303

Oct. 27: 19th Century Qing

*East Asia*, 304-323

Oct. 29: Meiji Restoration

*East Asia*, 324-352
Nishikawa, “Fukuzawa Yukichi” (Blackboard)

Nov. 1: Opening of Korea

*East Asia*, 353-368
Selections from Isabella Bird Bishop, *Korea and her Neighbours* (Blackboard)
Nov. 3: Early Republican China

*East Asia, 402-416*
Selections from Rana Mitter, *China’s Bitter Revolution* (Blackboard)

Nov. 5: Japanese Empire

*East Asia, 369-401*
Richard Kim, “Lost Names” (Blackboard)

Nov. 8: Nationalists and Communists

*East Asia, 426-438*
Selections from Edgar Snow, *Red Star Over China* (Blackboard)

Nov. 10: Sino-Japanese and Pacific Wars

*East Asia, 441-450*
Selections from Cook and Cook, *Japan at War* (Blackboard)

Nov. 12: Chinese Civil War/Cold War

*East Asia, 439-440*

Nov. 15: Korean War

*East Asia, 491-494*

Nov. 17: Japan Inc.

*East Asia, 442-456; 511-517*
Selections from David Halberstam, *The Reckoning* (Blackboard)

Nov. 19: ROK

*East Asia, 500-510*
Selections from Mark Clifford, *Troubled Tiger* (Blackboard)

Essay #2 due

Nov. 22: DPRK

*East Asia, 495-500*
Selections from Kim Jong Il: The People’s Leader (Blackboard)

Nov. 23: (Friday instruction) China to Cultural Revolution

*East Asia, 457-473*
Selections from Jasper Becker, *Hungry Ghosts* (Blackboard)

Nov 24-26: No class (Thanksgiving break)

Nov. 29: China: to Tiananmen and beyond

*East Asia, 474-490*

Dec. 1: Taiwan

*East Asia, 487-488*

Dec. 3: East Asian Miracle and AFC

*East Asia, 525-528*

Dec. 6: To the future

Dec. 8: Wrapping up

Book Review due

Dec. 15: Final exam, in class; 11:00 am-2:00 pm.