AN INTRODUCTION TO EAST ASIAN HISTORY
HISTORY 231 / SECTION 001
MWF 9-9:50 / 275 MARB
FALL 2011

Aaron Skabelund, Ph.D.
2140 JFSB
Office Hours: W 12-1, Th 10-11
422-6838
aaron_skabelund@byu.edu
http://history.byu.edu/Pages/Faculty/Skabelund.aspx

David McClure, Teaching Assistant
david.mcclure@gmail.com
173B SWKT
M/W 10-10:50, Th 11-11:50

Description
This course introduces the major themes in East Asian (Chinese, Korean, and Japanese) history, including important historical and cultural documents, from antiquity to the present. It is impossible to offer a comprehensive survey of this ancient, vast, and diverse region in a single semester. Therefore, our emphasis will be on selected themes and features that will aid in understanding contemporary issues. 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. Students will learn not only the "content" of East Asian history, but also how to read, analyze, and discuss primary source documents; in other words, students will learn the fundamental skills of "doing" history.

Course-Specific Learning Outcomes

- **Historical Knowledge of Asia**
  Students will be able to explain and analyze the major political, economic, and social developments in the history of China, Korea, and Japan from antiquity to the present.

- **Research Literature**
  Students will be able to analyze and interpret primary source documents.

- **Critical Interpretation**
  Students will be able to interpret and discuss the meaning and significance of historical events on contemporary identity and foreign relations.

- **Critical Analysis**
  Students will be able to analyze historical arguments.
Required Texts & Materials

* A History of East Asia: From the Origins of Civilization to the Twenty-First Century
  By Charles Holcombe
  ISBN: 9780521731645

* Sources of East Asian Tradition, Vol. 1: Premodern Asia
  By DE BARY, W
  ISBN: 9780231143059

* Sources of East Asian Tradition, Vol. 2: The Modern Period
  By Wm. Theodore de de Bary
  ISBN: 9780231143233

**NOTE:** Please bring the respective volume of *Sources* on the days we have an assigned reading.

Assignment Descriptions

**Office Visit:**
Sometime before the end of September, drop by my office, either during my office hours or at another scheduled time, and visit with me for a few minutes and you get 2 points.

**Map Quiz:**
Be able to indicate the location of the following on a map (quiz to be held Monday, September 12). (4 percent of grade)

Korean Peninsula

Japan

China

Sea of Japan/East Sea

Yellow Sea

Pacific Ocean

Manchuria

Mongolia

Seoul

P'yôngyang

Pusan

Cheju Island

Yangtze River (Yangzi River)

Yellow River

Beijing

Nanjing

Guangzhou (Canton)

Shanghai

Chongqing (Chungking)

Hong Kong

Xi'an

Hainan Island

Taiwan

Edo/Tokyo

Kyoto

Honshu

Kyushu

Shikoku

Hokkaido

Tsushima

Osaka

Nagasaki

Xinjiang

Tibet

Yan'an

Vietnam

India
**Write to Learn Analyses:**
Short (one-page) analyses, typically one per week, in-class and unannounced. These short essays may ask you to summarize or analyze a primary document, or write on a micro-theme on an assigned topic related to course work. Grade based on content (historical accuracy, appropriate use of sources, etc.), and organization. Be prepared by doing and thinking about the assigned reading. Each will be worth 2 points. (24 percent of the grade)

**Primary Source Analysis Paper:**
You are to complete a 2-3 page detailed analysis of a primary source selected from either volume of *Sources of East Asian Tradition*. Due Monday, 17 October. More details and a list of collections will be distributed later. (10 percent of grade)

**Primary Source Analysis, Argument, and Historiographical Engagement Paper:**
You are to complete detailed analysis of a primary source selected from either volume of *Sources of East Asian Tradition* (as in the first paper), then develop an argument based on that source and engage with three secondary sources that relate to the problem/issue you are considering. This paper should be 5-6 pages long. Due Wednesday, 7 December. More details will be distributed later. (20 percent of grade)

**Midterm Exam** (20 percent of grade)
- You are to take the midterm examination in the Testing Center some time between Wednesday, October 19, and Saturday, October 22.
- There is no time limit on the exam but you should plan from around two to three hours.
- Take a blue book and a pen. Nothing else.

**Format**

1) Basic "nuts and bolts" questions (10%): 20 questions--multiple-choice, true-false, or matching--(.5 points each) on basic geography (don't forget the map quiz terms!), chronology, concepts (such as the four noble truths of Buddhism and the 5 cardinal Confucian relationships).

2) Identification terms (40%): 10 terms (4 points each) drawn from the list below. 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.
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 of 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 republican foundation of the United States."

is vastly preferable as an expression of significance to

- "Regarded as 'father' of the United States"

You may add further detail (such about Mt. Vernon, French and Indian War, warned against entangling alliances, etc.) but this information will not necessarily compensate for a key identifying and significance sentences.

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. In fact, answers that appear to be primarily based on Wikipedia information will be frowned upon.

Identification Terms

<table>
<thead>
<tr>
<th>Amaterasu</th>
<th>Pure Land Buddhism</th>
</tr>
</thead>
<tbody>
<tr>
<td>civil service examination system</td>
<td>Qinshihuangdi</td>
</tr>
<tr>
<td>Fujiwara clan</td>
<td>samurai</td>
</tr>
<tr>
<td>geomancy</td>
<td>Genji</td>
</tr>
<tr>
<td>Han'gul</td>
<td>shamanism</td>
</tr>
<tr>
<td>Han dynasty</td>
<td>Shang dynasty</td>
</tr>
<tr>
<td>Hideyoshi invasion</td>
<td>Shinto</td>
</tr>
<tr>
<td>hiragana</td>
<td>Tang dynasty</td>
</tr>
<tr>
<td>Kamakura era</td>
<td>Tan'gun</td>
</tr>
<tr>
<td>Kangxi emperor</td>
<td>Taosim/Daoism</td>
</tr>
<tr>
<td>Kaya/Minama</td>
<td>Tokugawa era</td>
</tr>
<tr>
<td>Kyoguryô</td>
<td>Wanli emperor</td>
</tr>
<tr>
<td>Koryô</td>
<td>Yangban</td>
</tr>
<tr>
<td>Manchus</td>
<td>Zen Buddhism</td>
</tr>
<tr>
<td>Mongols</td>
<td>Zheng He (Cheng Ho)</td>
</tr>
</tbody>
</table>

3) 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. Make it easy for the reader by concisely stating your answer to the question (in no more than a sentence or two) in the introductory (first) paragraph of 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 essay questions. There are, however, well-supported and not-so-well-supported answers. Whether your essay is persuasive or not will largely depend on the degree to which you use evidence and your own thought and reasoning to support your conclusions. The more specific and precise you are in terms of names, dates, events, and phenomena, the more persuasive your essay will tend to be.
- is clearly organized with an introduction (that states for main thesis or argument), main body, and conclusion.
is grammatically and syntactically correct. Take your time to avoid distracting mistakes.
• is written in legible handwriting. Though this is listed last in order of importance, it could be the most important factor if I cannot read your answers. You cannot imagine the extent to which poor handwriting ticks off the person who has to grade the same essay question again and again. This is, of course, is the last person in the world you would want to tick off.

Potential essay questions

Which of the following dynasties best fits the "Dynastic Cycle" model of history? Which fits least best? Explain your answers: Han, Tang, Ming, Koryô.

Do the three major peoples of East Asia have more in common or more than 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 midterm. You do NOT need to consider the twentieth century, modern examples or implications, etc.

Final Exam (20 percent of grade)

• You will take the final examination in class on the date and at the time designated by the University: December 12 from 7-10 a.m. Please do not make holiday, travel plans that interfere with your ability to take the final.
• Bring only a blue book and a pen.

Format

1) Basic "nuts and bolts" questions (10%): 20 questions--multiple-choice, true-false, or matching--(.5 points each) on basic geography (don't forget the map quiz terms!), chronology, concepts.

2) Identification terms (40%): 10 terms (4 points each), drawn from the list below. See midterm exam 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 Chin-kuo (Jiang Jingguo)
2-28 Incident  Matthew C. Perry
Chen Shui-bian  Meiji Restoration
General Sherman Incident  Sino-Japanese War
March First Movement  Russo-Japanese War
Syngman Rhee  zaibatsu
Kim Il Sung  Emperor Hiroshito
38th Parallel  China War (Second Sino-Japanese War)
Park Chung Hee  SCAP
Kwangju Incident  Yoshida Shigeru
Great Uprising (1987)  "Asian values"
Sunshine Policy  Liberal Democratic Party
Kim Jong Il

3) Essay questions. Two (2) questions to be drawn from the list below. (25% each) See midterm exam information for expectations.

Potential essay questions

In what ways did East Asian respond to the challenge of Western imperialism? How significant was the idea of Western "impact" and 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 twentieth century.

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

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

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

Choose what you regard as the three most significant and/or influential figures in modern East Asian history. Explain and defend your choice.

Extra Credit

You may raise your grade 1/3 (say from a B- to a B) by completing extra credit. Therefore, possible extra credit is capped at 4 points. Each extra credit opportunity will generally be worth 1 point. To receive credit, you are expected to attend the designated event and submit by email to the TA a one-page, single-spaced summary and analysis (tying it to what you have learned in the class is one way to go about this). A few extra credit opportunities are listed below, though I may announce others.

- Chinese Opera Orchestra of Shanghai, 9/21, HFAC
**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M - Aug 29</td>
<td>Introduction to the Course</td>
<td>-</td>
</tr>
<tr>
<td>F - Sep 2</td>
<td>Systems of thought I: Confucianism</td>
<td><em>Sources</em>, 1: 3, 6</td>
</tr>
<tr>
<td>M - Sep 5</td>
<td>Labor Day</td>
<td>No class</td>
</tr>
<tr>
<td>W - Sep 7</td>
<td>Systems of thought II: Buddhism</td>
<td><em>Sources</em>, 1:15</td>
</tr>
<tr>
<td>F - Sep 9</td>
<td>Systems of thought III: Daoism, Shamanism, Shinto, etc.</td>
<td><em>Sources</em>, 1:5, 14, 42</td>
</tr>
<tr>
<td>M - Sep 12</td>
<td>Wrapping up philosophy and thought</td>
<td>Map Quiz</td>
</tr>
<tr>
<td>W - Sep 14</td>
<td>Early China I</td>
<td><em>History</em>, Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Sources</em>, 1:1</td>
</tr>
<tr>
<td>F - Sep 16</td>
<td>Early China II</td>
<td><em>History</em>, Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Sources</em>, 1:2, 12</td>
</tr>
<tr>
<td>M - Sep 19</td>
<td>Early Korea</td>
<td><em>History</em>, Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Sources</em>, 1: 25-26, 28</td>
</tr>
<tr>
<td>W - Sep 21</td>
<td>Early Japan--Yamato to Heian</td>
<td><em>History</em>, Chapter 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Sources</em>, 1: 41, 43</td>
</tr>
<tr>
<td>F - Sep 23</td>
<td>Tang and Song China</td>
<td><em>History</em>, Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Sources</em>, 1:18</td>
</tr>
<tr>
<td>M - Sep 26</td>
<td>Koryô Korea</td>
<td><em>Sources</em>, 1:31</td>
</tr>
<tr>
<td>W - Sep 28</td>
<td>From Courtiers to Warriors: Heian and Kamakura Japan</td>
<td>Sources, 1:50; &quot;An Account of My Hut&quot; (on BB)</td>
</tr>
<tr>
<td>F - Sep 30</td>
<td>&quot;Barbarians&quot;</td>
<td><em>Sources</em>, 1:22, 51</td>
</tr>
<tr>
<td>M - Oct 3</td>
<td>Ming China</td>
<td><em>History</em>, Chapter 6</td>
</tr>
<tr>
<td>W - Oct 5</td>
<td>Chosôn Korea</td>
<td><em>Sources</em>, 1:36-37</td>
</tr>
<tr>
<td>F - Oct 7</td>
<td>Medieval Japan</td>
<td><em>Sources</em>, 1:56-57</td>
</tr>
<tr>
<td>M - Oct 10</td>
<td>Early Western Encounters</td>
<td><em>Sources</em>, 2:61, 66, 81</td>
</tr>
<tr>
<td>W - Oct 12</td>
<td>Tokugawa Japan</td>
<td><em>Sources</em>, 2:63, 72</td>
</tr>
<tr>
<td>F - Oct 14</td>
<td>The Qing Empire</td>
<td>Pamela Crossley, “The Qing Expansion,” <em>The Manchus</em>, 75-95 (Google Books)</td>
</tr>
<tr>
<td>M - Oct 17</td>
<td>Wrapping up and midterm review</td>
<td>-Primary Source Analysis Paper due</td>
</tr>
<tr>
<td>W - Oct 19</td>
<td>Midterm exam period (Wednesday to Saturday) in the testing center</td>
<td>-</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>F - Oct 21</td>
<td>Midterm exam period (Wednesday to Saturday) in the testing center</td>
<td>-</td>
</tr>
<tr>
<td>M - Oct 24</td>
<td>Nineteenth-century Western imperialism</td>
<td>History, Chapter 7</td>
</tr>
<tr>
<td>W - Oct 26</td>
<td>Nineteenth-century Qing intro. of second writing assignment</td>
<td>Selections from Paul Cohen, <em>Discovering History in China</em>, 9-55 (on BB)</td>
</tr>
<tr>
<td>F - Oct 28</td>
<td>The Meiji &quot;Restoration&quot;</td>
<td>Sources, 2:77, 85</td>
</tr>
<tr>
<td>M - Oct 31</td>
<td>Opening of Korea</td>
<td>Sources, 2: 110-111, 114</td>
</tr>
<tr>
<td>W - Nov 2</td>
<td>Early Republican China</td>
<td>History, Chapter 8</td>
</tr>
<tr>
<td>F - Nov 4</td>
<td>Japanese imperialism</td>
<td>Sources, 2:89,117</td>
</tr>
<tr>
<td>M - Nov 7</td>
<td>Chinese Nationalists and Communists</td>
<td>History, Chapter 9</td>
</tr>
<tr>
<td>W - Nov 9</td>
<td>Sino-Japanese and Pacific Wars</td>
<td>Sources, 2:93, 109 (only pages 953-64)</td>
</tr>
<tr>
<td>F - Nov 11</td>
<td>Chinese Civil War and the Cold War</td>
<td>History, Chapter 12</td>
</tr>
<tr>
<td>M - Nov 14</td>
<td>Korean War</td>
<td>Sources, 2:98</td>
</tr>
<tr>
<td>W - Nov 16</td>
<td>Embracing Defeat</td>
<td>History, Chapter 10</td>
</tr>
<tr>
<td>F - Nov 18</td>
<td>ROK</td>
<td>Sources, 2:119</td>
</tr>
<tr>
<td>M - Nov 21</td>
<td>DPRK</td>
<td>-</td>
</tr>
<tr>
<td>T - Nov 22</td>
<td>No class</td>
<td>-</td>
</tr>
<tr>
<td>W - Nov 23</td>
<td>Thanksgiving Break</td>
<td>No class</td>
</tr>
<tr>
<td>F - Nov 25</td>
<td>Thanksgiving Break</td>
<td>No class</td>
</tr>
<tr>
<td>M - Nov 28</td>
<td>Japan Inc.</td>
<td>Sources, 2:104-105</td>
</tr>
<tr>
<td>W - Nov 30</td>
<td>China to the Cultural Revolution</td>
<td>Sources, 2:100</td>
</tr>
<tr>
<td>F - Dec 2</td>
<td>China to Tiananmen and Beyond</td>
<td>Sources, 2:101-102</td>
</tr>
<tr>
<td>M - Dec 5</td>
<td>East Asia--Past and Present</td>
<td>-</td>
</tr>
<tr>
<td>W - Dec 7</td>
<td>Wrapping up</td>
<td>-Primary Source Analysis, Argument, and Historiographical Engagement</td>
</tr>
<tr>
<td>F - Dec 9</td>
<td>Exam Preparation Day</td>
<td>-</td>
</tr>
<tr>
<td>M - Dec 12</td>
<td>Final Exam in class, 7-10 a.m.</td>
<td>-</td>
</tr>
</tbody>
</table>
BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. 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.

Preventing Sexual Discrimination and 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. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Respectful Environment Policy

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even
defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Enhancing Student Learning Policy

I strongly discourage using laptop computers to take notes in this class. If you have to use a laptop, you must use it ONLY for note-taking. That means that you turn off email notifications, instant messaging, or anything similar and keep only one window open—your note-taking document. Violations of this policy will result in loss of points. The reason for this policy is to create a positive learning environment for all students. Research has shown that students who multitask, or go back and forth between note-taking, Facebook, Youtube, email, solitaire, and other windows have a significantly decreased ability to retain information conveyed in class or to understand concepts beyond a surface level. More importantly, the negative effects of multitasking—distraction and reduced retention—extend to students within viewing range of other students’ laptop computer screens. See http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html