

## HIS 271

### IMPERIAL COLLISIONS IN ASIA-PACIFIC

FALL 2023

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Instructor      Xiao Chen (he/him) History Dept. | [chenxiao@grinnell.edu](mailto:chenxiao@grinnell.edu)

Time & Room                      MWF 13:00-13:50 HSSC S3325

Office Hour                      N3148 Wednesday 14-16:00 or By Email Appointment

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#### COURSE DESCRIPTION AND OBJECTIVES

Being one of the fastest-growing regions in the world, East Asia in the past half century has undergone unprecedented changes—both in scale and speed—from its distant past. While making large strides in embracing modernization, China, Japan and Korea also possess strong attachments to their long and rich histories. In order to understand contemporary East Asia and its peoples, we must delve into its past. In this survey course, we will explore the past four centuries of East Asian histories. We will particularly give attention to key historical moments that impacted all three East Asian countries, including the Imjin War in the late sixteenth century, Western imperialism in the nineteenth century, the rise of nationalism in the early twentieth century, and World War II. We will not only read a variety of texts such as letters, novels, memoirs and scholarly articles but also watch films and plays. The knowledge you gain in this class will help you compare, contrast, and draw connections between the past and present in China, Japan, and Korea.

This course has two broad objectives: 1) to equip you with analytical and rhetorical skills needed to succeed in and outside the university, and 2) to provide you with a basic knowledge of the people, events, movements, and beliefs in early modern and modern East Asian history and show how these have shaped the present-day region.

By the end of the semester you should be able to answer the following questions:

- East Asia in the world: How did the societies of East Asia interact with one another and the world before the rise of Western imperialism? How did these societies respond

to European and American imperialism? What are the continuing legacies of “modernization”?

- Daily life in East Asia: How did people’s daily lives and work change through the early modern and modern periods? How did the status of women and gender relations change in East Asian societies?
- Historical consciousness: What does it mean to think historically? How can history change when looked at from new and differing perspectives? How can you evaluate different historical interpretations of the same event?
- Historical work: How do you evaluate historical evidence? How do you use evidence to write thesis-driven arguments? How do you cite sources in historical writing?

## ASSIGNMENTS

### **Participation and Attendance 30 %**

Active participation in discussion is essential to the success in this course. For our class discussions, please do the readings, take notes (yes! This is so important), and prepare at the beginning of class with at least TWO questions provoked by the readings and/or the topics being discussed. I do not expect you to master the readings before our discussions. This class is very collaborative. Listen carefully and speak to each other. I will distribute a brief reading guide 2 days in advance on Blackboard.

Your participation grades are assessed 3 times, each accounting for 10%. By the end of week 3, 7, and 12, you will write a short self-report (one par.) reflecting on your participation in class discussions up to that point and send it to me. The reports will NOT be factored into your final grades. They are reminders for improving future participation.

Attendance is important. Please attend if at all possible. You have 2 “grace” absences without penalty. Any absence (beyond that) without a legitimate reason will cost a deduction of 2% of the final total grade. If you need to miss class for a religious holiday or an athletic event, please let me know in advance.

### **Summary/Response essays 10%**

Write two short summary essays (5% each). Each about 2 pages long (double space, 12-pt font). They are meant to help you digest the readings and synthesize them with

the lectures and class discussions. You could choose any reading(s) to respond and they are due before the Thanksgiving break.

### **Analysis essays 20%**

Write 2 short analysis essays (10% each). Each about 4 pages long (double space, 12-pt font). A detailed prompt will be distributed later.

### **In-class peer reviewing/editing 10 %**

Two in-class peer-reviewing sessions (5% each). Each time you will review/edit two of your classmates' papers. This is your opportunity to read and comment on your classmates' papers. Your thoughts and positive criticism will help your classmates' make substantive revisions to their papers. In providing your criticism be as specific and honest as possible, but also be tactful with your comments.

### **Final Project 30%**

A 10 to 12-page essay (30%)—see a provisional prompt by the end—and a presentation of your project (5%).

## REQUIRED BOOKS

Books (you may purchase from the bookstore or other channels):

Stanley, Amy. *Stranger in the Shogun's City: A Japanese Woman and Her World*. Scribner, 2020.

Kim, Richard E. *Lost names: Scenes from a Korean boyhood*. Univ of California Press, 2014.

Rae Yang, *Spider Eaters: A Memoir*. Berkeley, Calif.: University of California Press, 1998.

Karen Cheung, *The Impossible City: A Hong Kong Memoir*. Random House, 2022

## COURSE POLICIES

### **Accessibility Resources**

I will make every effort to work with students to implement accommodations that are presented to me through the College process (as outlined in the Student Handbook and the Office of Accessibility and Disability Services). Students with disabilities will

also need to have a conversation about their disability with the Coordinator for Disability Resources. To learn more about this process, and the rights and responsibilities of students in this area, please consult:

<https://www.grinnell.edu/about/offices-services/accessibility-disability/students>

### Academic integrity

Please familiarize yourself with these policies (<https://www.grinnell.edu/doc/2023-2024-academic-honesty-booklet>) to avoid misunderstandings. Do not hesitate to ask me if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

### Extension

Everyone is allowed 1 extensions of 24 hours on 1 writing assignments without penalty. 2 or more late submissions (regardless of reasons) will incur grade deduction.

### Statement on Gender Inclusivity

I will make my best efforts to refer to you in the pronoun of your choice and I expect class mates to respect each other’s pronoun preference.

## COURSE SCHEDULE

This syllabus represents my current plan. I will communicate changes, if any, clearly.

# Week 1	
Aug 25 (Fri)	<b>Class Introduction</b>
Aug 28 (Mon)	<b>An Overview of Contemporary East Asia</b> “Emperor Qianlong’s rejection of Macartney’s demands: two edicts”.
Aug 30 (Wed)	<b>The Macartney Mission and the “Tributary System”</b> E.H. Pritchard, “The Kotow in the Macartney Embassy to China in 1793”, <i>The Journal of Asian Studies</i> , Volume 2 , Issue 2 , February 1943 , (excerpts).
Sep 1 (Fri)	<b>“From Events to History”: The Macartney Mission in Historiography of Sino-Western Relations</b> H. Harrison, “The Qianlong Emperor’s Letter to George III and the Early Twentieth-Century Origins of Ideas about Traditional China’s Foreign

	Relations”, <i>The American Historical Review</i> , Volume 122, Issue 3, June 2017: 680–701.
<b># Week 2</b>	
	<b>Stability and Growth in Eighteenth Century East Asia I</b>
Sep 4 (Mon)	William T. Rowe, “State and Market in Mid-Qing Economic Thought. The Case of Chen Hongmou (1696-1771)”, 7-40; William T. Rowe, <i>Saving the World, Chen Hongmou and Elite Consciousness in Eighteenth-Century China</i> , 327-336.
	<b>Stability and Growth in Eighteenth Century East Asia II</b>
Sep 6 (Wed)	Articles on the Great Divergence Debate
Sep 8 (Fri)	Kuhn, Philip, <i>Soulstealers: The Chinese Sorcery Sacre of 1768</i> , 30-73
<b># Week 3</b>	
	<b>Internal Threats in early Nineteenth Century East Asia I</b>
Sep 11 (Mon)	Stanley, Amy. <i>Stranger in the Shogun’s City: A Japanese Woman and Her World</i> . Scribner, 2020.
	<b>Internal Threats in early Nineteenth Century East Asia II</b>
Sep 13 (Wed)	Stanley, Amy. <i>Stranger in the Shogun’s City: A Japanese Woman and Her World</i> . Scribner, 2020.
	<b>Internal Threats in early Nineteenth Century East Asia III</b>
Sep 15 (Fri)	Botsman, Daniel. “Signs of Order: Punishment and Power in the Shogun’s Capital.” In <i>Punishment and Power in the Making of Modern Japan</i> . Princeton, N.J.: Princeton University Press, 2005.
	1 <sup>st</sup> self-evaluation of participation is due
<b># Week 4</b>	
	<b>Western Powers and East Asia in the Nineteenth Century I</b>
Sep 18 (Mon)	Excerpts from <i>An Outline of a Theory of Civilization</i> by Fukuzawa Yukichi
	<b>Western Powers and East Asia in the Nineteenth Century II</b>
Sep 20 (Wed)	Larsen, Kirk W. “Comforting Fictions: The Tribute System, the Westphalian Order, and Sino-Korean Relations.” <i>Journal of East Asian Studies</i> 13, no. 2 (2013): 233–57.
	<b>East Asia in Western Hegemony</b>
Sep 22 (Fri)	Demel, Walter. “Constructing Racial Theories on East Asians as a Transnational “Western” Enterprise, 1750–1850.” <i>Race and Racism in Modern East Asia</i> . Brill, 2015. 55-76.
<b># Week 5</b>	

Sep 25 (Mon)	<b>East Asia in Global Context: <i>lingchi</i> 凌遲.</b>
	Brook, Timothy, Jérôme Bourgon, and Gregory Blue. <i>Death by a thousand cuts</i> . Harvard University Press, 2008: 1-35.
Sep 27 (Mon)	<b>East Asia in Global Context: castration.</b>
	Chiang, Howard. <i>After eunuchs: Science, medicine, and the transformation of sex in modern China</i> . Columbia University Press, 2018: 15-70.
Sep 29 (Mon)	<b>In-class peed edit of the rough drafts (1<sup>st</sup> essay)</b>

## # Week 6

	Reform and Revolutions
Oct 2 (Mon)	Selected chapters from Tsou, Jung. <i>The revolutionary army. A Chinese nationalist tract of 1903</i> . Vol. 6. Walter de Gruyter GmbH & Co KG, 2017.
	Colonial Modernity in China and Korea
Oct 4 (Wed)	Journal article/book chapter by Gi-Wook Shin  <b>1<sup>st</sup> essay due</b>
Oct 6 (Fri)	Journal article/book chapter by Gi-Wook Shin

## # Week 7

	<b>The Rise of Nationalism I</b>
Oct 9 (Mon)	Kim, Richard E. <i>Lost names: Scenes from a Korean boyhood</i> . Univ of California Press, 2014.
	<b>The Rise of Nationalism II</b>
Oct 11 (Wed)	Kim, Richard E. <i>Lost names: Scenes from a Korean boyhood</i> . Univ of California Press, 2014.
	<b>Race and Imperialism in East Asia</b>
Oct 13 (Fri)	Fujitani, Takashi. <i>Race for Empire: Koreans as Japanese and Japanese as Americans during World War II</i> . Univ of California Press, 2011 (excerpts). 2 <sup>nd</sup> self-evaluation of participation is due

## Fall Break

## # Week 8

	World War I and East Asia (Wilsonian Moment)
Oct 23 (Mon)	Excerpts from Manela, Erez. <i>The Wilsonian moment: self-determination and the international origins of anticolonial nationalism</i> . Oxford University Press, 2007.
Oct 25 (Wed)	Technology and East Asia

	Aaron Stephen Moore; "The Yalu River Era of Developing Asia": Japanese Expertise, Colonial Power, and the Construction of Sup'ung Dam. <i>Journal of Asian Studies</i> 1 February 2013; 72 (1): 115–139.
Oct 27 (Fri)	<b>Class cancelled (TBA)</b>
<b># Week 9</b>	
Oct 30 (Mon)	<b>The Rise of Communism in East Asia</b> Excerpts from Harper, Tim. <i>Underground Asia: Global revolutionaries and the assault on empire</i> . Harvard University Press, 2021.
Nov 1 (Wed)	<b>Interwar Japanese Society/Manchukuo</b> Excerpts from Young, Louise. <i>Japan's total empire: Manchuria and the culture of wartime imperialism</i> . Vol. 8. Univ of California Press, 1998.
Nov 3 (Fri)	<b>In-class peed edit of the rough drafts (2<sup>nd</sup> essay)</b>
<b># Week 10</b>	
Nov 6 (Mon)	<b>World War II in Asia</b> Excerpts from two collections of oral history: Cook, Haruko Taya, and Theodore F. Cook. <i>Japan at war: an oral history</i> . New Press, 1993; Li, Danke. <i>Echoes of Chongqing: women in wartime China</i> . University of Illinois Press, 2010.
Nov 8 (Wed)	<b>World War II in Asia</b> Watch: <i>Shusenjo: Comfort Women and Japan's War on History</i> (2018) <b>2<sup>nd</sup> essay due</b>
Nov 10 (Fri)	<b>Korean War and the Rise of Cold War in Asia</b> Masuda, Hajimu. <i>Cold War crucible: the Korean conflict and the postwar world</i> . Harvard University Press, 2015: 1-81.
<b># Week 11</b>	
Nov 13 (Mon)	<b>China since 1949</b> Rae Yang, <i>Spider Eaters: A Memoir</i> . Berkeley, Calif.: University of California Press, 1998.
Nov 15 (Wed)	<b>Japan and South Korea since the 1950s</b> Rae Yang, <i>Spider Eaters: A Memoir</i> . Berkeley, Calif.: University of California Press, 1998.
Nov 17 (Fri)	<b>The Great Cultural Revolution</b> Wu, Yiching. <i>The Cultural Revolution at the margins: Chinese socialism in crisis</i> . Harvard University Press, 2014: 54-94.
<b># Week 12</b>	

Nov 20 (Mon)	<b>Contemporary East Asia (postcolonial Hong Kong) I</b> Hung, Ho-fung. <i>City on the Edge: Hong Kong under Chinese Rule</i> . Cambridge University Press, 2022. (excerpts)
Nov 22 (Wed)	<b>Contemporary East Asia (postcolonial Hong Kong) II</b> Karen Cheung, <i>The Impossible City: A Hong Kong Memoir</i> . Random House, 2022. (excerpts) 3 <sup>rd</sup> self-evaluation of participation is due
Nov 24 (Fri)	<b>Thanksgiving Break</b>
<b># Week 13</b>	
Nov 27 (Mon)	<b>Presentations of Final Projects</b>
Nov 29 (Wed)	<b>Presentations of Final Projects</b>
Dec 1 (Fri)	<b>Presentations of Final Projects</b>
<b># Week 14</b>	
Dec 4 (Mon)	<b>Presentations of Final Projects</b>
Dec 6 (Wed)	<b>Presentations of Final Projects</b>
Dec 8 (Fri)	<b>Presentations of Final Projects</b>
<b><u>Dec 16 (Fri) **Final Paper Due**</u></b>	

### **Final Project Prompt (provisional)**

Your final project will have two parts: first, a 10 to 12-page response essay (25%, due on Dec. 16); second, a 10-minute presentation (5%) based on that paper. Your paper is a *critical* response to a media report/op-ed/non-fiction writing (with no restrictions on genres of writing), centering on a topic related to major themes of this course. The paper should include a short introduction/summary of the main idea of the writing you choose to respond (no more than 200 words), identify the issue/problem being discussed/debated, your standpoint on the addressed issue (i.e. your thesis), and how you complicate/engage on the issue from a historical perspective by citing relevant scholarship on this topic. By weaving these scholarly works into your response, you will add layers of depth to your analysis, thereby offering a more comprehensive understanding of the topic within the broader historical landscape. Overall, the purpose of this assignment is that you should apply the knowledge on modern East Asia that you have gained from this class to the better understanding of a particular topic.

This is not a research paper.

In your presentation, please introduce the topic, main arguments of your paper, and some evidence (primary or secondary sources) you plan to cite. You may choose to present with slides.

☺ **The Final Paper is due on Blackboard by 11:59 PM on December 16.**



## Requirements

- 10 to 12 pages (not including your name, paper title, and foot/endnotes), typed, double-spaced, Times New Roman, 12 point, 1 inch margin, word-count capable (i.e., not a PDF)
- Citing academic sources: cite at least SIX different scholarly sources in English. You need to cite at least SIX different academic sources (e.g. academic journal articles and scholarly monographs). Sources intended for general audience (like Wikipedia) can be used, but they do not count as academic ones. You may quote some weekly readings (such as book chapters and scholarly journal articles) but you should use sources that go well beyond class readings.
- Criteria of evaluation (25% of overall grade in total): 1) Sophistication and clarity of your arguments (10%); 2) Appropriateness in using evidence to support your thesis/arguments (10%); 3) Accuracy and fluency of writing (5%). Grading rubric is available on Blackboard.
- Include your name, date, and paper title (no separate title page or bibliography is necessary)
- Papers that are overly short will have points deducted
- When citing sources, be sure to do so according to the *Chicago Manual of Style* (a short guide is available on blackboard).