

ASH 3931: East Asia Since 1800

Instructor: Prof. James Gerien-Chen

Email: jgerienchen@ufl.edu

Class Meeting Times: T 1:55–2:45; R 1:55–3:50

Phone Number: (352) 392-0271

Classroom: Keene-Flint 105

Office Hours: Wednesdays 3:30–5:30 and by appointment (in-person and via Zoom; see Canvas)

Course Description

This course is an introduction to the history of East Asia from 1600 to the present in regional, national, and local perspectives. We will learn about state-formation and social, economic, and cultural development in early modern China, Japan, and Korea; the role of imperialism, capitalism, and migration in shaping East Asia's integration into the global economy; and revolutions, nationalism, fascism, anti-colonial movements, and war and their effects on identities and experiences of modernity in East Asia. This class will cover China, Japan, and to a lesser extent Korea and Taiwan, and, where possible, will focus on transnational phenomena and interactions in a regional and global contexts.

Course Objectives

This course will pursue several inter-related objectives. You will:

- Learn how to analyze primary and secondary sources.
- Develop your critical reading and analytical writing skills.
- Engage in historical research and analysis, evaluating secondary scholarship and primary sources in a variety of contexts.
- Craft historical questions and arguments, developing skills in written and oral communication.

Covid Statement

These continue to be unusual, unpredictable, and often very stressful times. History classes are built around a classroom community, and this semester relies on our collective willingness to teach and learn from each other. I also recognize that you may be encountering, or may throughout the semester encounter, challenges beyond the classroom. I recognize the strain that these challenges may place on you and truly care about your mental and physical health. I encourage you to reach out to me at any time to discuss concerns or questions you might have about the class or otherwise, or if you are finding it challenging to keep up with class attendance and assignments, participate in discussion, or otherwise.

Required Texts

No required texts for purchase.

Students are expected to keep up with reading assignments, which average about 50–100 pages per week. All other readings will be made available on Canvas or through the UF Libraries.

Additional primary source documents not listed on the syllabus may be distributed from time to time as necessary. Please **print out hard copies of all readings and bring them to class.**

Course Format

Our class will meet **synchronously (live)** during the assigned time. If you will have difficulties attending class, please let me know. Tuesday meetings will generally feature a mixture of lecture and discussion, while we will devote Thursday primarily to small group work and discussion, with supplemental lecture as necessary.

To accommodate the current conditions of the coronavirus pandemic, if conditions such as quarantine, illness, or other personal health concerns require you to attend remotely, there will be a **synchronous, online option via Zoom (“HyFlex”)** for the **first two weeks of class only (January 6–January 13)**. **During this period, you may attend via Zoom, but only with advanced notice.** The HyFlex attendance option, available for at least the first two weeks of the semester, is meant to allow for students who cannot attend class in-person because of quarantine or other related health concerns to participate fully in classroom activities. **After this period, all class meetings will default to the primary modality (face-to-face only), unless I determine otherwise.** I will reevaluate the availability of the HyFlex option to take into account student need for a remote option to accommodate quarantine needs and health and other personal concerns. **Students should not expect the course to have a HyFlex component through the duration of the semester.**

Course Communication

Please come to office hours! I enjoy getting to know you outside of the classroom, and office hours are an especially good way to discuss your interests and concerns with the class, assignments, your major, and more.

The university requires that office hours must be held in person this semester, but we are allowed to offer you an option to meet via Zoom. I prefer meeting via Zoom but will not penalize you for attending office hours in person. If my scheduled office hours do not work for your schedule, please do not hesitate to email me to set up another time to meet.

Please check your UF email regularly, as I will use it to communicate with you about course announcements, reading suggestions, what to expect in class, etc.

Please email me directly at jgerienchen@ufl.edu. Messages sent via Canvas do not always get forwarded to my Inbox. I will typically get back to you within 24 hours; if you do not hear back within 48 hours, please feel free to send me a reminder. I may be slower to respond over the weekend.

Assignments and Grading

History classes thrive on discussion, critique, and learning from one another. The class' success, and what we each get out of it, depend on our collective efforts to complete all reading assignments and come to meetings prepared to engage course materials and each other's ideas. That said, I recognize that personal, institutional, and societal circumstances are unusual and may continue to change throughout the semester. Please understand that I will make adjustments to the syllabus and assignments as necessary.

Full assignment guidelines will be provided in advance and posted on Canvas. You must complete all assignments to pass the course.

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|------------------------------|-----|----------|
| Attendance and Participation | 10% | |
| Map Quiz | 2% | In-class |

Informal Written Work

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|---------------------------|-----|---------------------------------|
| Perusall Annotations | 10% | Weekly on Wednesday, 11:59pm |
| Discussion Board Postings | 10% | 5 times throughout the semester |

Formal Written Work

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|--------------------------------|-----|------------------------------------|
| Analytical summaries (1-2 pgs) | 8% | January 30; another of your choice |
| Short Essay 1 (2-3 pgs) | 10% | February 18 |
| Short Essay 2 (3-4 pgs) | 15% | March 25 |

Final Project

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| Annotated Bibliography | 10% | April 8 |
| Final Paper (6-8 pgs) | 25% | April 25 |

Grading Scale

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|------------|----|------------|----|
| 93.3-100% | A | 73.3-76.6% | C |
| 90-93.2% | A- | *70-73.2% | C- |
| 86.7-89.9% | B+ | 66.7-69.9% | D+ |
| 83.3-86.6% | B | 63.3-66.6% | D |
| 80-83.2% | B- | 60-63.2% | D- |
| 76.7-79.9% | C+ | Below 60 | E |

*A grade of C- does not count as a passing grade for major, minor, Gen Ed, Gordon Rule, or basic distribution requirements.

For more information in UF's grading systems and policies, please see the [UF Undergraduate Catalog](#).

Extensions, Make-up, and Late Work Policies

You are allowed a one-time, no questions asked 48-hour extension on any written assignment during the semester (not including the midterm or the final). To take advantage of this opportunity, you must email the instructor via email at least 24 hours prior to the assignment deadline. If you anticipate difficulties in meeting subsequent deadlines, please contact the instructor right away to discuss extensions.

Late written work graded on the letter scale will be penalized 1/3 letter grade for each day it is late. Without prior discussion, I will not accept work more than one week late. Should you have a university excused absence, contact me beforehand. For unforeseen emergencies, contact me as soon as possible after your absence to make make-up arrangements.

Informal written work (Perusall annotations and discussion board postings) submitted after the deadline will not be graded for credit.

Policies and Expectations

Attendance and Makeup Policy

Attendance is mandatory in all class sessions. To accommodate unexpected circumstances, you are allowed three unexcused absences throughout the semester, no questions asked (the double session on Thursday counts as two classes). Unexcused absences beyond this will adversely affect your grade. Students who miss more than 50% of class meetings cannot pass the course.

For extended absences related to the coronavirus pandemic, please contact the instructor as soon as possible.

Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at Attendance Policies.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Classroom Etiquette

Students are expected to arrive to class on-time. Students should use electronic devices (laptops and tablets) only to take notes or reference assigned texts and materials. Please refrain from using electronic devices for texting or other personal reasons during class.

Zoom Presence Policy

Your participation grade will be calculated on the basis of your attendance and participation in class activities. The HyFlex attendance option, available for at least the first two weeks of the semester, is meant to allow for students who cannot attend class in-person because of quarantine or other personal and/or health concerns to participate fully in classroom activities. The pedagogical approach of this course depends heavily on student engagement and interaction. Therefore, following the CLAS policy for HyFlex implemented during the Spring 2021 semester, students joining via Zoom are required, at a minimum, to participate through the audio function of Zoom. Your video presence is invited and highly encouraged, especially for discussion and small-group activities.

Statement Regarding Course Recording

For lecture-based sessions: Our lecture-based class sessions may be audio visually recorded for students in the class to refer back to and for use of enrolled students who are unable to attend live. Students who participate via Zoom with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are unwilling to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

For discussion-based sessions: Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Discussion sessions will not be recorded by the instructor and may not be recorded by students.

Student recordings: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Academic Honesty

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/students/get-started/> or 352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter

which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the [Gatorevals website](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the evaluation system. Summaries of course evaluation results are available to students at the [public results website](#).

Course Schedule

| Date | Readings and Assignments | Deadlines and Reminders |
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| UNIT I: EARLY MODERN EAST ASIA | | |
| Week 1: Introduction | | |
| January 6 | No readings | |
| Week 2: East Asia's "Early Modern" | | |
| Jan 11, 13 | <p>(T) Timothy Brook, <i>Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World</i>, Chapter 6: Weighing Silver</p> <p>(TH) Evelyn Rawski, <i>Early Modern China and Northeast Asia: Cross-Border Perspectives</i>, Chapter 2: Transformations in Early Modern Northeast Asia, selections</p> <p>WANG Xiuchu, "A Record of Ten Days in Yangzhou"</p> | |
| Week 3: Choson Korea and Tokugawa Japan | | |
| Jan 18, 20 | <p>(T) PAK Chi-won, "The Story of a Yangban"</p> <p>(TH) KATSU Kokichi, "Musui's Story," Introduction, Prologue, Youth, Adult Years, Reflections on My Life (ix-xviii, 1-60, 71-98, 119-144, 156-159)</p> | Map quiz, in class, Jan. 20 |
| Week 4: Nineteenth Century Challenges, Internal and External | | |
| Jan 25, 27 | <p>(T) Macartney Mission Documents Peter Thilly, "The Coastal Opium Trade in 1830s Fujian" (Online Module, <i>Bodies and Structures 2.0: Deep-Mapping Modern East Asian History</i>)</p> <p>(TH) Memorials on Opium (1836) LIN Zexu, "Letter to Queen Victoria" (1839) Lord Palmerston, "Declaration of War" (1840) Li Chen, "Law, Empire, and Historiography of Modern Sino-Western Relations: A Case Study of the 'Lady Hughes' Controversy in 1784," <i>Law and History Review</i></p> <p>Recommended: Jessica Hanser, "Scots Running Amok" (Aeon) Andrew Liu, "A Long History of Drug Cultures"</p> | January 30: 1-2 pg. summary of Chen's article due. |
| UNIT II: NINETEENTH CENTURY TRANSFORMATIONS: NATIONALISM AND IMPERIALISM | | |
| Week 5: Borderlands and State-Building in Hokkaido, Taiwan, and Xinjiang | | |
| February 1, 3 | (T) (TH) Nishiki-e shinbun prints from Taiwan Expedition (1874) | |

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| | <p>Eric Schluessel, "Bad Women and Lost Children: The Sexual Economy of Confucian Colonialism," in <i>Land of Strangers: The Civilizing Project in Qing Central Asia</i></p> <p>Optional: David Howell, "Civilization and Enlightenment: Markers of Identity in Nineteenth-Century Japan" Robert Eskildsen, "Of Civilization and Savages: The Mimetic Imperialism of Japan's 1874 Expedition to Taiwan"</p> | |
| Week 6: Nation- and Empire-Building | | |
| Feb 8, 10 | <p>(T) FUKUZAWA Yukichi, "Civilization and Enlightenment" YU Kil-chun, "Levels of Enlightenment" FENG Guifen, "On the Adoption of Western Learning"</p> <p>(TH) Hannah Shepherd, "Fukuoka's Meiji Migrants and the Making of an Imperial Region"</p> <p>Kirk Larsen, "Competing Imperialisms in Korea"</p> | |
| Week 7: Migrations, Internal and External | | |
| Feb 15, 17 | <p>(T) Sidney Xu Lu, "A Great Convergence: The American Frontier and the Origins of Japanese Migration to Brazil"</p> <p>FUKUZAWA Yukichi, "Wealth and Fame"</p> <p>(TH) Visit to Cuba Collections (TBD)</p> | February 18: Short Essay 1 due |
| Week 8: Reform and Revolution: Whose Reform? Whose Revolution? | | |
| Feb 22, 24 | <p>(T) LIANG Qichao, "Observations on a Trip to America"</p> <p>(TH) ZOU Rong, "Revolution" HE-YIN Zhen, "On the Question of Women's Liberation"</p> <p>Joshua Fogel, <i>The Teleology of the Modern Nation-State: Japan and China</i>, Introduction, "The Teleology of the Nation-State" (Fogel); and Chapter 4, "When Did China Become China Thoughts on the Twentieth Century" (William Kirby)</p> | |
| Week 9: East Asia's 1919 | | |
| March 1, 3 | <p>(T) First Korean Congress Documents "Egypt and Korea," <i>New York Times</i>, March 20, 1919 YI Kwang-su, "On National Reconstruction" KIM Hwal-lan, "Urging Men to Critically Reflect on Themselves"</p> <p>(TH) Visit to Harn Museum (TBD)</p> | |

SPRING BREAK

| UNIT III: ANTI-IMPERIALISM, WAR, AND REVOLUTION | | |
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| Week 10: Urban and Rural Moderns | | |
| March 15, 17 | (T) (TH) MAO Zedong, "Report on an Investigation of the Peasant Movement in Hunan" Evan Dawley, "Sacred Geographies of Urban Colonial Taiwan: Jilong's Geography in Transformation" (Online Module, <i>Bodies and Structures 2.0: Deep-Mapping Modern East Asian History</i>) | |
| Week 11: War, Empire, and Revolution | | |
| March 22, 24 | (T) KANG Kyong-ae, "Salt" Sakura Christmas, "Imperial Japan up in the Air" (Online Module, <i>Bodies and Structures 2.0: Deep-Mapping Modern East Asian History</i>) (TH) DING Ling, "When I Was in Xia Village" Sayaka Chatani, "Social and Emotional Dynamics of Youth Mobilization in the Countryside of Colonial Taiwan under Japan's Total War" | March 25: Short Essay 2 due |
| Week 12: Economic Growth and Democratization in East Asia | | |
| Mar 29, 31 | (T) Yoshikuni Igarashi, "From the Anti-Security Treaty Movement to the Tokyo Olympics," in <i>Bodies of Memory</i> , 131–164. (TH) PAK Wan-so, "Winter Outing" | |
| Week 13: Cultural Revolution, Reform and Opening, and Tiananmen | | |
| April 5, 7 | (T) Carma Hinton, "Morning Sun" (TH) Yueran Zhang, "Repressing the Rebel Workers of Tiananmen Square," <i>Lausan</i> | April 8: Annotated bibliography due |
| Week 14: Flex Week | | |
| April 12, 14 | Possibilities for Discussion: <ul style="list-style-type: none"> - Fukushima - War Memory and East Asian Geopolitical Relations - Factory Workers and Migration in Contemporary China - Modern Okinawa - Modern Taiwan - Xinjiang - Hong Kong | |
| Week 15: Conclusions | | |

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Gerien-Chen, Spring 2022

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| April 19 | | April 25: Final papers due |
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