

ASH 3931: EAST ASIA SINCE 1600

Instructor: Prof. James Gerien-Chen

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Class Meeting Times: Tuesdays 1:55–2:45pm; Thursdays 1:55–3:50pm

Office Hours: Tuesdays 3–5pm; Thursdays 4–5pm (Keene-Flint 204 or via Zoom)

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.

Given its chronological and geographic scope, the class cannot cover everything. Instead, we will focus on developing modes of reading and analysis that will prepare you to explore sources, questions, and topics on your own.

REQUIRED TEXTS

Patricia Ebrey and Anne Walthall, *Modern East Asia from 1600: A Cultural, Social, and Political History*, 3rd ed. (Cengage Learning, 2014).

- You may borrow/rent/buy either a digital or hard copy of the textbook. There is also a longer version of the 3rd edition which begins in prehistoric times (*East Asia: A Cultural, Social, and Political History*), which will also work for this class.

All other texts will be made available on Canvas or are otherwise accessible online, through the UF Library or other resource.

POLICIES AND RESOURCES

This course complies with all UF policies. For information on those policies and a list of campus resources, please see the following page: <https://go.ufl.edu/syllabuspolicies>

COURSE ASSIGNMENTS AND GRADING

Map Quiz (5%): in-class, January 27

Attendance (10%): You should come to class prepared to engage in discussions, asking/answering questions, and taking notes. I will take attendance; unexcused absences and lack of class preparation will adversely affect your grade. Absences on Thursdays will result in double deductions. Please inform me as soon as you can if you are or will be absent for illness, emergencies, religious holidays, or other obligations.

Active Reading Journal (20%): An important goal of this class is learning how to read primary and secondary sources, which you will do by keeping an active reading journal. Your journal will be checked periodically throughout the semester (end of January; mid-March; end of April).

In-class Assessments (30%): Primary Source Analysis (10%; Feb. 5); Midterm (12%; Feb. 26) and Quiz (8%; March 31). The midterm and quiz will consist of multiple choice/IDs, drawn from the textbook and class lectures and readings.

Final Project (35%): research paper (6–8 pgs.) or historical fiction (10–20 pgs.) on a topic of your own choosing, due April 28; we will peer review proposals/annotated bibliographies in an in-class workshop on April 9.

GRADING SCALE

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 on UF's grading systems and policies, please see the [UF Undergraduate Catalog](#).

READING AND CLASS SCHEDULE

Dates	Readings	Textbook Chapters
January 13, 15	Tonio Andrade, "Beyond Guns, Germs, and Steel: European Expansion and Maritime Asia, 1400-1750," <i>Journal of Early Modern History</i> 14, no. 1–2 (2010): 165–86.	Ch. 14 ("The Ming Empire") and "Connections: Europe Enters the Scene")
Jan. 20, 22	Emma Teng, "An Island of Women: Gender and Qing Travel Writing About Taiwan," in <i>Bodies in Contact: Rethinking Colonial Encounters in World History</i> , ed. Tony Ballantyne and Antoinette Burton (Duke University Press, 2005), 38–53. YU Yonghe, "Small Seas Travelogue"	Ch. 16 ("The Creation of the Manchu Empire")
Jan. 27, 29	Henrietta 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> 122, No. 3 (June 2017): 680–701. Macartney Mission Primary Documents Map Quiz (Jan. 27)	Ch. 18 ("China in Decline")
February 3, 5	JaHyun Kim Haboush, trans., <i>The Memoirs of Lady Hyegyong</i> (selections). Primary Source Analysis (in-class; Feb. 3)	Chs. 15 ("Joseon Korea") and 17 ("Edo Japan")
Feb. 10, 12	Robert Eskildsen, "Of Civilization and Savages: The Mimetic Imperialism of Japan's 1874 Expedition to Taiwan," <i>The American Historical Review</i> 107, No. 2 (April 2002): 388–418. Taiwan Expedition "Shinbun Nishiki-e" documents Brian Platt, "Why Did Japan Succeed and China Fail? And Isn't Modernization the Same Thing as Westernization?" <i>Education About Asia</i> 8 No. 3 (Winter 2003), 12–19.	Chs. 19 ("Japan in Turmoil"), 20 ("Meiji Transformation"), and 21 ("Korea in the Turbulent Nineteenth Century")
Feb. 17, 19	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> (Columbia University Press, 2000), 116–148.	Reread Ch. 18

Feb. 24, 26	Midterm Exam (Feb. 26)	
March 3, 5	<p>First Korean Congress Documents</p> <p>“Egypt and Korea,” <i>New York Times</i>, March 20, 1919.</p> <p>YI Kwang-su, “On National Reconstruction”</p> <p>KIM Hwal-ian, “Urging Men to Critically Reflect on Themselves”</p> <p>“Reasons for Requesting the Establishment of a Taiwanese Parliament”</p>	Chs. 22 (“Rise of Modern Japan”) and 23 (“Modernizing Korea and Colonial Rule”)
Mar. 10, 12	<p>LIANG Qichao, “Observations on a Trip to America”</p> <p>ZOU Rong, “Revolution”</p> <p>HE-YIN Zhen, “On the Question of Women’s Liberation”</p> <p>MAO Zedong, “Report on an Investigation of the Peasant Movement in Hunan”</p>	Chs. 24 (“Remaking China”) and 25 (“War and Revolution, China”)
Mar. 17, 19	Spring Break	
Mar. 24, 26	<p>Sayaka Chatani, “Between ‘Rural Youth’ and Empire: Social and Emotional Dynamics of Youth Mobilization in the Countryside of Colonial Taiwan under Japan’s Total War,” <i>The American Historical Review</i> 122, No. 2 (April 2017): 371–398.</p> <p>KANG Kyong-ae, “Salt”</p> <p>Oral History of Ms. GUO Qiumei</p>	Ch. 26 (“War and Aftermath in Japan”)
Mar. 31, April 2	<p>Yoshikuni Igarashi, “From the Anti-Security Treaty Movement to the Tokyo Olympics,” in <i>Bodies of Memory: Narratives of War in Postwar Japanese Culture, 1945–1970</i> (Princeton University Press, 2000), 131–163.</p> <p>CHON Kwang-yong, “Kapitan Ri”</p> <p>Quiz (Mar. 31)</p>	Chs. 28 (“Korea (1945 to the Present”) and 29 (“Contemporary Japan (1965 to the Present”))
April 7, 9	<p>Carma Hinton, “Morning Sun” (117 minutes)</p> <p>Annotated Bibliography draft for in-class workshop (April 9)</p>	Ch. 27 (“China Under Mao”)

Apr. 14, 16	ZHANG Yimou, "To Live" (133 minutes) Annotated Bibliography due (April 16)	Ch. 30 ("China Since Mao")
Apr. 21	Wrap-up Discussion	
Apr. 28	Final Papers Due, 9 am	