

HUMA 1520

Modern East Asia

Fall 2023

FRI 09:00–11:50

Room 4620 Lift 31-32

INSTRUCTOR: David Cheng CHANG

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OFFICE: 2350

OFFICE HOURS: THUR 17:00–18:00

COURSE DESCRIPTION

This course is a survey of the history of political, social, economic, and cultural changes in East Asia—primarily China, Japan, and Korea—from the 1800s to the end of the Cold War in the early 1990s. We will examine the tumultuous interactions of these East Asian countries with the West and with each other. To locate the historical origins of twenty-first-century East Asia, we will study the internal and external dynamics that undermined the Confucian orders, fomented revolutions and wars, brought unprecedented human suffering and economic disasters, generated extraordinary prosperity, and developed democratic and authoritarian institutions in different societies.

REQUIRED TEXT

Patricia Buckley Ebrey and Anne Walthall, *East Asia: A Cultural, Social, and Political History* (Wadsworth Cengage Learning, 2009, 2014). Multiple copies of the textbook have been placed in the library on 2-hour reserve.

<https://www.amazon.com/East-Asia-Cultural-Political-History/dp/1133606474>

https://www.amazon.com/Modern-East-Asia-1600-Political/dp/1133606490/ref=sr_1_4?s=books&ie=UTF8&qid=1529471011&sr=1-4&keywords=East+Asia%3A+A+Cultural%2C+Social%2C+and+Political+History

Multiple copies of the textbook have been placed in the library on 2-hour reserve. All other assigned readings are available as PDFs on CANVAS.

COURSE REQUIREMENT

Please be forewarned:

1. Extensive reading and assignments are a fundamental part of this course. Be prepared to dedicate a significant amount of time to reading and completing weekly assignments.
2. Attendance is mandatory, as the lectures include materials not covered in the textbook or other readings.
3. Students are expected to have completed all readings assigned for the week **before each class**.

ASSESSMENTS

1	Weekly timeline, biographies, and reading notes 2.5x10	20%	
2	Book Review x1	15%	
3	Film Review x1	15%	
4a	Outline + Timeline for oral history interview OR research paper	10%	
4b	Oral history interview report OR final research paper	30%	
5	A short film based on oral history interviews or final research	10%	
6*	Extra Credit: Global China Humanities Lecture 1-page report x2	3%	

1. **Ten timelines/chronologies, short biographies of historical figures, film and reading summaries and notes.** Before each class, you should have completed all readings assigned for the week and watched the film. You should post on Canvas a timeline with at least **TEN events** and short **biographies of THREE individuals** covered in the reading or film (other than Chiang Kai-shek and Mao Zedong). You can draw from the readings, films, Wikipedia, and other sources. The timeline can help bring some order to the complex sequence of events we will be studying. By the end of the semester, you should compile all timelines into one file.
2. **Book Review.** Choose one of the books listed in the syllabus and write a short review essay (800-1200 words). The first paragraph should concisely state the book's main argument. The following paragraphs should analyze the book's subsidiary arguments. Then you should proceed to critically analyze the book's contribution/effectiveness (what have you learned from the book? How does it change your understanding of the history of the subject covered?). If applicable, you should also analyze/evaluate its sources and methodology. Some sample book reviews are attached in Files/Assignment_reviews/ for your reference.
3. **Film Review.** Choose one of the films listed in the syllabus and write a short review essay (800-1200 words). You should summarize the main message of the film, analyze the background and process of the production, and offer your critique.
 - Use timestamps (like page numbers in book reviews) to make specific references, for example:
 - A former Nationalist general-turned-professor Ge Peiqi was severely criticized by students in a struggle session during the Anti-Rightists Campaign (*The Mao Years*, 00:24:45)
4. **Final Project**
 - a) **Option 1. Research Paper** (1800–2500 words in English)
 - 1) You will first identify an issue, a puzzle, a theme, an interesting person, or an event in history that has been poorly understood, misunderstood, or understudied.
 - 2) You will ask a question, explain why it is important or interesting, and develop a thesis or make an argument.
 - 3) You will search for primary sources to assemble evidence that will support your thesis/argument.
 - **Primary sources** are records left by people (or groups/organizations) who participated in or witnessed the events you are studying or who provided a contemporary expression of the ideas or values of the period under examination. Examples of primary sources include letters, autobiographies, diaries, government documents, minutes of meetings, newspapers, or books written about your topic at that time. Non-written sources include interviews, films, photos, recordings of music, clothing, buildings, or tools from the period.
 - 4) You will use both primary and secondary sources (works of later scholars) to analyze how our (or your) understandings of this historical person, issue, theme, event, and period have evolved.
 - **Secondary works** are accounts written by people who were not themselves involved in the events or in the original expression of the ideas under study. Written after the events/ideas they describe, they are based upon primary sources and/or other secondary works.
 - 5) Demonstrate that your thesis/new understanding helps you better understand the issue at hand.
 - 6) Draw a conclusion.
 - b) **Option 2. Oral History Interview Project** (An Oral History-Based Research Paper)
 - 1) You may conduct an oral history interview on a topic of your choice. You are responsible for locating the interviewee and conducting the interview.

- 2) Audio or video record the interview with the interviewee's consent, as you may need the video recording for film production.
 - 3) The final oral history interview report should situate your interviewee's story in a larger historical context, and you should explain how it sheds light on the history of twentieth-century China, East Asia, and/or the broader world.
 - 4) For the final report, while you will draw upon the oral history account as your primary source, you should cite at least **one scholarly monograph, one article** from a scholarly journal, and **one documentary film** as secondary sources, in addition to the textbooks and readings.
 - 5) **Oral history report:** 1800–2500 words in English (including footnotes, not including timeline).
 - 6) Oral history interview **transcript:** 2-5 pages in Chinese and/or English)
5. **A team-produced documentary film based on your research paper.**
 Each student will be assigned to a three-person team to produce a 5–8-minute film, based on one team member's oral history interview or research paper. You are required to use the following components to make the film:
- a) Oral history interview footage and/or historical documentary film footage downloaded from the Internet.
 - b) Historical photographs, letters, writings, and other primary sources obtained from the Internet and your interviewee.
 - c) Original archival documents.
 - d) Historical maps and/or Google Map/Earth.

*Consult Pulitzer Prize winner Viet Thanh Nguyen's Vietnam War memorial website <http://anotherwarmemorial.com/> for sample documentary films and oral history reports.

6. [Extra Credits] **Global China Humanities talk attendance and 1-page reports x 2.** The Global China Center invites internationally renowned scholars and young, first-book authors to discuss their latest works. For each talk, you will submit a one-page report and critique with one or two questions for the speaker. See the full list of lectures: <https://globalchinacenter.shss.ust.hk/events/global-china-humanities-series>

ACADEMIC INTEGRITY

Academic integrity is highly valued in this course, and it is expected that all written assignments reflect your original work. Plagiarism, including the use of AI-generated content without proper attribution or presenting it as your own, is strictly prohibited and will be dealt with accordingly in accordance with the institution's academic integrity policy.

A Warning on Plagiarism

Plagiarism is the use of another person's words, ideas or research results without proper acknowledgment, and passing them off as one's own. The most common forms of plagiarism include the following¹:

- (1) verbatim copying of words, sentences, paragraphs or entire sections or chapter without quotation and proper attribution. This is the most obvious form of plagiarism. You must use quotation marks even if you only borrow several words in sequence from a source. If you cite a specific term that encapsulates an author's original idea, you must use quotation marks even if you only cite one word.
- (2) paraphrasing (i.e. changing some of the wording) of a passage without acknowledging the source. Even if you change all of the words but retain the author's basic idea, you must cite the original source.

¹ UC San Diego Department of History, "Academic Integrity Policy," accessed 2 Feb 2023, <https://history.ucsd.edu/undergrad/resources.html#Academic-Integrity-Policy-and-I>.

- (3) properly citing a source in an earlier note and then continuing to use the source without citing. You must **cite the source every time** you adopt an idea or a specific wording. This may mean a footnote at the end of every sentence, or if the other author's ideas are uninterrupted by yours for a whole paragraph (generally not a good idea for a paper), you may have a footnote at the end of the paragraph.
- (4) citing a primary source as if you have looked at it yourself, when you simply **found the primary source quoted or cited in a secondary work**. If you have not seen the primary source yourself or if you found the source only because you saw it referenced elsewhere, you also must cite the secondary work in which it was cited originally. Example: Julius Caesar, *The Gallic Wars*, p. 12, **cited in** Gerbil Munchkin, *Caesar's Life and Times*, p. 2345. (轉引自)
- (5) common knowledge: You do not need to cite information that is part of common knowledge, i.e. information that an educated person can be reasonably expected to know before engaging in research. If you are in doubt about what qualifies as common knowledge, consult your instructor.

You must use quotation marks even if you only borrow **several words in sequence** from a source. Plagiarism is a serious academic offense and is covered by university policy on academic dishonesty. If I suspect that you have used another person's (including another book, article, or website's) words without proper footnoting, we will notify you and require that you submit an electronic copy of your paper to turnitin.com, so that we can use available electronic means to check for plagiarism. Just as the Web makes plagiarism easier, it also makes the detection of plagiarism easy. Students found guilty of plagiarism will at the least get a failing grade on the paper, and at worst fail the course and be taken to the University for disciplinary action. Consider this fair warning. **DO NOT PLAGIARIZE**. It's just not worth it. The consequences can be extremely serious. Refer to the university web site: <http://www.ust.hk/provost/integrity/student-4.html> for definitions and university procedures in dealing with plagiarism.

A Warning on Using Generative AI for Written Assignment

Although AI models like ChatGPT can offer learning assistance and generate text, it is essential to recognize that they are no substitute for your independent thinking, research, and writing. Therefore, relying on generative AI for your written assignments can lead to academic dishonesty and have grave consequences as discussed above.

You should use AI technology, such as ChatGPT, DeepL/write, Grammarly for copyediting purposes. However, you should not use it to write your assignment. In fact, AI is often USELESS for our assignments that require specific references, i.e., footnotes with exact page numbers (for books) and timestamps (for films). Generative AI tools are, in fact, DANGEROUS, since they routinely, consistently fabricate sources and present them as true. Using their results simply shows that you have not done the readings.

I am familiar with the works of almost all reputable authors in modern Chinese history. I can easily identify suspicious or fake sources, and I can quickly determine if your sources are fabricated. However, by using fake sources, you waste my time.

- If you use any fabricated sources, you will receive ZERO credit for the particular assignment.
- If you use multiple fabricated sources, you will automatically fail the entire class.

For your book and film reviews and final paper, attach an “**AI Use Statement**” at the end of your paper.

- The statement should clearly state which AI tools you've used for the paper, for example, DeepL, DeepL/Write, ChatGPT, AND for what purposes.
- Make sure you save screenshots or take pictures of cited sources with page numbers/timestamps. If I find certain citations suspicious, I may ask you to provide evidence.

LECTURES AND READING SCHEDULE:

*This syllabus is subject to change. Any modifications will be communicated to the students in a timely manner.

<p>Wk1. Sept 1 Introduction</p>
<p>Wk2, Sept 8 Ming-Qing China, Edo/Tokugawa Japan, and Choson/Joseon Korea <i>Textbook:</i> Ebrey and Walthall, Chapters 15, 16, 17. The age of Western imperialism: The Opium Wars <i>Textbook:</i> Ebrey and Walthall, “Connections: Western Imperialism”; Chapter 18. <i>Documents:</i> Lin Zexu, “Moral Advice to Queen Victoria” (1839), in <i>Sources of Chinese Tradition</i> (SCT).</p>
<p>Wk3, Sept 15 Japan’s Meiji Restoration; China’s Self-Strengthening Movement; Korea’s Opening <i>Textbook:</i> Ebrey and Walthall, “Connections: Western Imperialism”; Chapters 19, 20, 21. <i>Documents:</i> 1. Fukuzawa Yukichi, “Autobiography,” in <i>Sources of Japanese Tradition</i> (SJT). 2. “The Meiji Constitution” (1868) 3. “The Imperial Rescript on Education” (1890)</p>
<p>Wk4, Sept 22 1900–1920s. Japan’s rise and its annexation of Korea; China’s failed reforms and revolutions <i>Textbook:</i> Ebrey and Walthall, Chapters 22, 23, 24. <i>Documents:</i> 1. Lu Xun, “A Madman's Diary,” in <i>Selected Stories of Lu Hsun</i> (Lu Xun). https://en.wikisource.org/wiki/Translation:Call to Arms (Lu Xun)/A Madman%27s Diary 2. Korea’s March 1 Movement and “The Declaration of Korean Independence” https://en.wikisource.org/wiki/Proclamation of Korean Independence</p>
<p>Wk5, Sept 29 1920s–1930s. Rising nationalism and communism, China in war and revolution <i>Textbook:</i> Ebrey and Walthall, Chapter 25. <i>Documents:</i> 1. Mao Zedong, “Report on An Investigation of the Peasant Movement in Hunan” 2. Chiang Kai-shek, <i>China’s Destiny</i>, in SCT, 337–340, 344–347. Democracy vs. Absolutism: The Debate Over Political Tutelage in the 1930s-1940</p>

1. Luo Longji, "What Kind of Political System Do We Want?"
2. Jiang Tingfu, "Revolution and Absolutism"
3. Hu Shi, "National Reconstruction and Absolutism"
4. Hu Shi, "Our Attitude Toward Modern Western Civilization"

Wk6, Oct 6

1930s–1940s. Japanese expansion, Chinese resistance

Textbook: Ebrey and Walthall, Chapter 26.

Documents:

1. Ishihara Kanji, "On the Manchuria–Mongolia Problem" (1931), in SJT.
2. "The War Goal–Draft of Basic Plan for Establishment of Greater East Asia Co-Prosperity Sphere" (1942), in SJT.

Wk7, Oct 13

China's War of Resistance (1937–45), WWII (1939–45), The Pacific War (1941–45)

Books:

1. Ebrey and Walthall, "Connections: WWII"; Chapter 26.
2. Pomfret, *The Beautiful Country and the Middle Kingdom*, Ch. 20, Burmese Days (280–291); Ch. 21, Dangerous Liaisons (292–305)

Documents:

1. Cairo Declaration (1943)
2. Yalta Secret Agreement (1945)
3. Ienaga Saburō, "The Pacific War," in SJT.
4. Maruyama Masao, "The Logic and Psychology of Ultrnationalism," in SJT.

Documentary films:

The 400 Million (1938); *Why We Fight: The Battle of China* (1944).

Wk8, Oct 20

China in civil war (1946–1949); Japan under U.S. occupation (1945–1952); Korea under US and USSR occupation (1945–1948)

Books:

1. Pomfret, *The Beautiful Country and the Middle Kingdom*, Ch. 23, "The East is Red" (320–331); Ch. 26, "Mission Impossible" (356–363).
2. Chang, *The Hijacked War*, Ch. 1, "Fleeing or Embracing the Communists in the Chinese Civil War" (19–42)

Documents:

1. Mao, "On the Dictatorship of the People's Democracy" (1949)
2. Dean Acheson's letter of transmittal, *The China White Paper* (1949)
3. General MacArthur, "Statement to the Japanese Government" (1945)
4. The Japanese Constitution of 1947

Documentary films:

- *China: Century of Revolution*

Wk9, Oct 27

1950s. Early PRC, the fate of Taiwan, and the Korean War

Books:

1. Ebrey and Walthall, Chs. 27–28.
2. Chang, *The Hijacked War*, Ch. 4.
3. Bruce Cumings, "The Course of the War," in *The Korean War: A History*.

Documents:

1. Truman's statement on China, Jan. 5, 1950
2. Truman's statement on Korea, June 27, 1950

Film clip: *Taegukgi* 태극기 휘날리며 (https://www.youtube.com/watch?v=Vqb_DzL8xmw) 20:00

Wk10, Nov 3

The Korean War: the first half over territory, the second half over prisoners

Book:

- Chang, *The Hijacked War*, Intro, Chapter 9, and Conclusion.

China and Korea in the Vietnam War, 1955–1975

Books:

1. Ebrey and Walthall, Chapter 28.
2. Sheila Miyoshi Jager, "Korea and Vietnam," in *Bothers at War: The Unending Conflict in Korea* (2013).
3. Chen Jian, "China and the First Indochina War, 1950–1954" and "China's Involvement in the Vietnam War, 1964–1972," in *Mao's China and the Cold War* (2001).

Film clips: *The Classic* 클래식 <https://www.youtube.com/watch?v=ZHWGl47jX1M>

Wk11, Nov 10

China in the Cultural Revolution; China's rapprochement with the United States and Japan

Book:

- Pomfret, *The Beautiful Country and the Middle Kingdom*, Chapters 34–36

Documentary films:

1. *China: Century of Revolution-The Mao Years*
2. *Assignment: China - The Week that Changed the World*

Documents:

1. Mao-Nixon talk transcripts (1972)
2. Shanghai Communiqué (1972)
3. Japan-China Joint Communiqué (1972)
4. U.S.-China Joint Communiqué on the Establishment of Diplomatic Relations (1979)

Wk12, Nov 17

China's "Reform and Opening-Up"; South Korea's and Taiwan's democratization

Textbook: Ebrey and Walthall, Chapters 29–30.

Document:

1. Kim Daejung, "My Country, My Aspiration" (1985)
2. Liu Binyan, "A Higher Kind of Loyalty" (1980s)

Film clips: *Tian'anmen, 1987* or *Taxi Driver*

Wk13, Nov 24

Outlook for the 21st Century

Books:

1. Ebrey and Walthall, *Connections: East Asia in the 21st century*
2. Pomfret, *The Beautiful Country and the Middle Kingdom*, Ch. 47 (End of an Era),
Afterword

Articles:

1. Kurt M. Campbell and Ely Ratner, "The China Reckoning: How Beijing Defied American Expectations," *Foreign Affairs* 97, no. 2 (2018): 60–70.
2. Chang, "Inflection Points: US-China-North Korea Relations in the Trump Years," in *Divided America, Divided Korea: The US and Korea During and After the Trump Years*.