

Syllabus: Far Eastern History 370
Autumn 2009

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Office Hours: Tuesday and Thursday: 8:00 a.m. to 9:00 a.m. Monday and Wednesday: 9:30 a.m. to 10:00 a.m. **and by appointment.**

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The Importance of Far Eastern History:

One of the great questions facing the world today is what role the two largest far eastern nations - China and Japan - will play in international politics and economics. That their roles will be important is not at issue, how is the question. How will China and Japan relate to the West and why will that relationship take on the aspects that it does. The answers to these questions will of course be revealed in the future, your future, but clues to the answers are unquestionably concealed in the past. Which is one reason why studying history is so important. If we understand people with whom we have important relationships it is more likely those relationships will be cordial and fruitful for both parties.

Here on the west (best) coast of the US analysts are convinced that trade with the Far East will form the basis of our prosperity, thus relations with China and Japan are crucial.

But we must not make the mistake of lumping China and Japan together as being largely the same. They are not. They are quite different as their response to the West and its technology demonstrates. China has a long tradition of resisting western technology, ideas, and culture (communism is an exception, but one which found fertile ground in China due to compatible cultural traits and values). In 2000, though China has nuclear capability and has come far, it is still a long way from becoming a modern industrial nation.

Japan's response to the West was quite different. Though at first determined to remain separate from the West and immune to its ideas, much like the Chinese, in the late 19th century Japan made an abrupt about-face and decided to surpass the western nations at their own

game. Thus the Japanese set out on a course of industrial development and imperialism in imitation of the West which ultimately led to war between the US and Japan.

There are other differences between China and Japan but their response to western style industrialism is paramount. That response also forms the economic basis for their culture and for how the US relates to them both. Consequently why the two nations responded as they did to the West and its technological superiority forms one of the most important questions with which this course seeks to deal. There are other objectives as outlined below.

Course objectives:

1. Develop an understanding of the ideas and philosophies which have shaped the history of the two major nations of the Far East: China and Japan.
2. Gain an understanding of the cultural heritage of the Chinese and Japanese people. And begin to be able to answer the question, how and why are they different from us?
3. Discover why the two nations responded differently to the West in the 19th and 20th centuries and how those responses have shaped their history (see above for more on the importance of this objective).
4. Develop a basic knowledge of the recent history of the two nations.
5. Investigate and understand how China and Japan have related to the US, especially in the 20th century.
6. Learn to think critically and express one's thoughts extemporaneously under time and peer pressure.

Texts:

Andrew Gordon, *A Modern History of Japan*, 2003. New York: Oxford University Press, 2003.

June Grasso, Jay Corrin, and Michael Kort. *Modernization and Revolution in China* (New York: M.E. Sharpe, 1991).

J.G. Ballard, *Empire of the Sun*.

How points are earned:

Exams: Four exams, one midterm over China and a final on China, and one midterm on Japan and a final on Japan will be given. The exams must be taken at the regularly scheduled time. Each are worth up to 100 points. There is also an essay exam that takes place with each of the finals: one for China, one for Japan.

Reading Quizzes: There are 10 reading quizzes for the semester which the entire class will take at the beginning of class on the 10 discussion days. The quizzes cover the discussion reading for that day. You must be present **on time** in order to take the quiz. **You must remain in class the entire period to earn the discussion quiz points. If you miss a discussion because of a school sponsored extracurricular activity or illness you may make up the quiz. It is your responsibility to do so.**

Class discussion: There are ten formal discussions in the semester. The discussions will center around an assigned reading for that day. Each student must come to class prepared to answer questions concerning the reading. At the beginning of class there will be a brief quiz over the assigned discussion reading. The quiz is worth 20 points. I reserve the right to adjust your quiz grade based on your participation in the discussion.

In addition to learning Far Eastern history the discussions are intended to help you develop a number of skills. Among them are: to present your thoughts clearly, to read with great understanding, to think critically about what you read and hear, to compare the arguments of others to your own and to the reading within a few seconds - minutes at most, to verbalize your thoughts extemporaneously, and finally, to defend your position from attack. There isn't a white collar job in the world that doesn't require these skills. Whether you are a history major or not this class is designed to help you when you leave George Fox. Life in the real world is not easy, neither is this class.

Total possible points for the course: 800.

4 objective Exams:	400
2 Essay exams	200
10 quizzes	200
Total:	800

Grading: A = 90-100%
 B = 80-89%
 C = 70-79%
 D = 60-69%

Plusses and minuses are used at the 2's and 8's (ie. 91.9% is an A-).

Films: The films are an important part of the course. Students should take notes on the major points the various narrators make. Some of those points will appear on the exams.

Attendance: There are no points awarded for attendance, but the course is so designed that failure to attend will make passing doubtful. Most of what is presented in the lectures cannot be found in the texts, and the films are also singular in their material. In short, resign yourself now to coming to class.

Extra Credit: There will be NO opportunities for extra credit. Start Strong, finish hard and you won't need it.

Attendance: No roll is taken. However, I reserve the right to reduce your grade if your failure to attend class catches my attention.

Course Calendar

CHINA

- Aug 31: Course introduction.
 Explanation of Confucianism.
 Reading: Read the entire Syllabus!
- Sep. 2: Lecture: The Opium wars and the opening of China.
 Reading: Grasso, Preface, Pronunciation guide, and pgs 3-33.

- Sep. 4: Discussion 1: Grasso chapter 3, "Imperial Breakdown and Western Invasion".
- Sep. 7: Lecture: The United States and the "Open Door" in China.
Reading: Grasso, pgs. 72-78.
- Sep. 9: Serve day
- Sep. 11: Lecture: China in Turmoil: The Early Twentieth century.
Reading: Grasso 78-97.
- Sep. 14: Lecture: Chariots of Fire: The Missionaries In China.
- Sep. 16: Discussion 2: Grasso, Chapter 5 "Nationalists and Communists".
- Sep. 18: **Midterm exam**
- Sep. 21: No class.
- Sep. 23: Lecture: China and the US during WWII.
Reading: Grasso Chapter 6.
Ballard, Chapters 1, 2.
- Sep. 25: Film: To Live!
Reading: Ballard, Chapters 3, 4, 5.
- Sep. 28: Discussion 3: Grasso Chapter 7 "Creating the New Order, 1949-1957".
- Sep. 30: Film: To Live!
Reading: Ballard, chapters 6, 7, 8, 9.
- Oct. 2: Lecture: China and the US during the Cold War through Nixon.
Reading: Grasso Chapter 8.
Ballard, chapter 10, 11.
- Oct. 5: Discussion 4: Grasso Chapter 8, "The Great Leap and the Bad Fall."
- Oct. 7: Film: To Live!
Reading: Ballard, chapters 12-16.
- Oct. 9: Fall Holiday.

- Oct. 12: Discussion 5: Grasso Chapter 9, The Cultural Revolution
- Oct. 14: Lecture: The Reforms of Deng Xiaoping
Reading: Grasso Chapter 10.
Ballard, chapters 17-20.
- Oct. 16: Final on China: objective and essay.

JAPAN

- Oct. 19: Lecture: East Meets West: Commodore Perry in Japan.
Reading: Gordon, Introduction and Chapters 1,2, and 3 (pages 1-45).
- Oct. 21: Discussion 1: Gordon, Chapter 4, "The Overthrow of the Tokugawa".
- Oct. 23: Film: Seven Samurai.
Reading: Ballard, chapters 21-26.
- Oct. 26: Lecture: The Christian Missionaries in Japan.
Reading: Gordon, Chapters 5, 6, 7.
Ballard, chapters 27, 28.
- Oct. 28: Discussion 2: Gordon, Chapter 8, "Empire and Domestic Order".
- Oct. 30: Film: Seven Samurai.
Reading: Ballard, 29, 30, 31, 32.
- Nov. 2: Lecture: US\Japanese relations from Teddy Roosevelt to the Washington Naval Conference.
Reading: Gordon, Chapter 9,
Ballard, chapters 33, 34.
- Nov. 4: Discussion 3: Gordon, Chapter 10 "Democracy and Empire Between the World Wars".
- Nov. 6: Film: Seven Samurai.
Reading: Ballard, chapters 35, 36, 37.
- Nov. 9: Lecture: Japan from the 1920's to the

- Invasion of Manchuria.
Reading: Ballard, chapters 38, 39.
- Nov. 11: Film: Seven Samurai.
Reading: Ballard, 40, 41, 42.
- Nov. 13: Midterm Exam**
- Nov. 16: Discussion 4: Gordon: Chapter 11, The Depression Crisis and Responses, 182-203.
- Nov. 18: Lecture: The Origins of the Pacific War.
Reading: Gordon, pages 204-209 (To "the Pacific War").
- Nov. 20: Film: Pearl Harbor, Surprise and Remembrance, second half.
- Nov. 23: Lecture: The Pacific War, Part one.
Reading: Gordon, 209-225.
- Nov. 25: Catch Up class.
- Nov. 26 and 27: **Thanksgiving**
- Nov. 30: Lecture: The Pacific War, part two.
Reading: Gordon, 209-225 (Yes, I know, but you will profit from reading this again).
- Dec. 2: Film: Victory in the Pacific
- Dec. 4: Lecture: The Occupation of Japan.
Reading: Gordon, Chapter 13, Occupied Japan.
- Dec. 7: Film: Victory in the Pacific, Part 2.
Reading: Gordon, Chapters 14 and 15.
- Dec. 9: Discussion 5: Chapter 14, Economic and Social Transformation.
- Dec. 11: Lecture: The US and Japan: the Modern Relationship.
Reading: Gordon, Chapters 16 and 17.
- Dec. ??: Final Exam. *The final must be taken at the regularly scheduled time.*

Historical Research Paper Grading Form

Research (30%):
 Sources cited to prove points, (1-30): _____
 Sources consulted and used appropriately, (1-30): _____

Writing (30%):
 Sentence form, word choice, paragraphing, spelling (1-30): _____
 Proper technical form - title page, margins, font size, footnotes,
 page numbers, bibliography. - (1-30): _____

Thesis structure, (10%).
 Clearly stated and well conceived. (1-20): _____

History is accurate, Subject well developed throughout essay,
 (30%, 1-60): _____
 Total and Grade (200 points): _____

Comments: _____

_____ Cite your sources to prove your points. Your sources are your “evidence” in “proving” your thesis. When you make a statement taken from one of your sources you must cite that source in a footnote.

_____ Need to consult more sources to establish greater certainty. If you use only a few sources how do you know their authors are historically accurate?

_____ Dictionaries, encyclopedias, and your text book are **not** research sources.

_____ Choice of words needs work.

_____ Some sentences are poorly organized and/or unclear.

_____ Some paragraphs run together, when you change subject start a new paragraph.

_____ Paper is poorly organized.

_____ Proper technical form (footnotes, bibliography, etc.) not followed or inconsistent (notes within text are not appropriate).

_____ State your thesis clearly. There must be a clear thesis sentence near the beginning of the paper which explains the purpose of the paper.

_____ You have a subject but your thesis is weak - missing. Remember a thesis is an argument or point of view concerning your subject

_____ The body of your essay does not support your thesis very well.

_____ **You have a misspelled word!**

_____ Use quotes only when the language of the author is helpful in making the point, or when the quote is the primary support of your main thesis. **Do not write your paper by stringing quotes together. Instead, put the information in your own words and cite the source.**

_____ When you do use a quote you must introduce it - explain its purpose - don't just throw it out there on the page to stand alone.

Historical Research Paper Requirements

Your writing assignment for this class is to write a research paper on some aspect of Chinese or Japanese history. You may choose virtually any subject. Though

there are other possibilities, most of you will write about a person or an event. For example, you may choose to write about the life of a significant historical figure. Yuan Shikai comes to mind as a possible subject. If one wrote about Yuan most of the paper should be devoted to his work as a leader of the revolution of 1911 and his contribution to the growth of democracy in China. In other words, the paper should center on the more significant aspects of Yuan's life. If one chose to write about an event clearly the major events in Chinese or Japanese history offer plenty of research material. However, one should avoid choosing an event which is too large for a short paper. For example, a history of World War II is too big for our purposes. If you are interested in World War II pick one aspect of it to study and write about (the origin of the war in the Pacific, conflict between Nationalists and Communists in China during the war, etc.). Again, you may choose almost any subject, but be sure to craft your work so as to fit an eight page paper.

Technical Requirements:

- * Papers must be double spaced.
- * Margins must be 1 inch wide on all four sides of the paper.
- * **Use 12 point Helvetica font.**
- * Include a complete bibliography of works cited. Use the proper form.
- * Use a title page, include name and box number. **Do not repeat title page information on page 1 of the essay.**
- * Essay should have page numbers beginning with page 2 on the second page of the text. The title page is not numbered, the first page of the text is page 1, but the number is not printed. Numbering continues through the bibliography.
- * Length of the essay is 8 full pages. Title page and bibliography **do not count** toward the 8 page requirement.
- * Cite your sources in a footnote or endnote when you prove your points. Notes within your text in parentheses (MLA format) **are not acceptable**. The following is the proper form for a basic foot or end note entry. The first line of a note is indented beginning with the note number.

First citation of a source requires a full bibliographical reference as shown in number.¹

All subsequent citations of that source may be shortened as shown in number.²

Ibid. May be used immediately following either type of above reference. Ibid. means "in the same place as above" so a footnote that looks like number 3 at the bottom of this page means that the information may be found in the same place as the footnote just preceding.³

¹ James Kirk , My Voyages on the Starship Enterprise (New York: Simon and Schuster, 1995), p. 43.

² Kirk, My Voyages on the Starship Enterprise, p. 49.

³ Ibid., p. 243.

Learn to use the foot or end note application on your computer. Do not attempt to do the notes manually. **I will not accept such work.**

You need to be aware that there is a proper technical form for every aspect of a paper. I expect you to use the proper form. Proper form for footnotes, title page, etc., can be found in Kate L. Turabian, A Manual For Writers. There are two copies of Turabian on reserve in the library for HST 490, you may use them.

Use several sources in researching your paper. If you use only two or three sources how do you know that the authors know what they are writing about?

Dictionaries, encyclopedias, and your text book are not research sources.

Spell-check your paper. For each misspelled word you lose one full grade.

Plagiarism, use of Quotes, and Citation of sources. Plagiarism is defined as copying another person's work and claiming it as your own; or using another person's ideas without proper citation in a foot or endnote. If you use another person's exact words you must put those words in quotation marks and cite the source in a foot or endnote. If you use another person's idea(s) or information you must cite the source in a foot or endnote. Facts that may reasonably be held as general knowledge need not be cited in a foot or endnote (e.g. The Japanese bombed Pearl Harbor on Dec., 7, 1941 is general knowledge).

Many students are tempted to write papers which are full of quotes. **Do not do this.** Quotations should be used only when the original language of the author is essential to understanding his/her point, or, when the quote directly proves your primary thesis. Otherwise you should put the information in your own words and then **cite the source** to avoid the accusation of plagiarism.

When you do use a quote you should explain the purpose of the quote before you provide it in a manner similar to this:

Historian John Andrews argues the Japanese bombed Pearl Harbor not to capture Hawaii, but to destroy the American Navy, "The Japanese had no plans to invade the islands, but did hope to deliver a crippling blow to the only force capable of stopping the southern offensive - the US Navy at Pearl Harbor."⁴

Never just throw a quote into an essay hoping it will serve the purpose of continuing your work - that is not what quotes are for.

⁴John Andrews, War in the Pacific (New York: Harper and Row, 1992), p. 187.

Subject and Thesis: What's the Difference? Your paper must have both a subject and a thesis. Let's use our Pearl Harbor example. The subject of the paper is the Japanese attack on Pearl Harbor. The thesis may be any number of arguments, some that come to mind are: The Japanese attack was cowardly, the Japanese attack was brilliantly planned, the Japanese had no intention of invading the islands; the Americans should have been ready, the Americans were lucky they didn't lose their carriers, the Americans recovered from the attack quickly. Any one of these six arguments - or a number of others - could serve as a thesis. Depending upon which one is chosen - **the paper will be shaped to prove the chosen thesis.**

Do not even think about turning in a paper you wrote the night before it was due. A good college level paper should be re-written at least twice. Since I require only one paper I expect to receive your best work. I assure you your paper is going receive my best work in grading it.

Citing references from the Internet:

General Rule:

If the Internet document or file contains standard bibliographic data, follow the established format of the style manual (Turabian) you are using. Then add [Internet] in brackets after the title.

Non-standard formats:

If there is no author, start with the title.

If there is no title, make one up that describes the contents and enclose it in [brackets].

If there is no date use n.d. (no date) where the date goes.

If there is no publisher or source use the phrase - unpublished Internet data.

Follow the entry with the Internet address you used to find the page.