
HISTORY OF ASIAN CIVILIZATION II in Spring 2021 (HI1009)

Course Code	HI1009	Professor(s)	Albert Wu
Prerequisites	None	Office Number	G-008
Class Schedule	F: 09:00-10:20 in C-103 T: 13:45-15:05 in C-103	Office Hours	T 14h30-16h30
Credits	4	Email	awu@aup.edu
Semester	Spring 2021	Office Tel. Ext.	705

Course Description

This course examines the major development of civilizations in East Asia from the 16th century to the present. We will examine the histories of China, Korea, and Japan. You will also be asked to think comparatively, examining not only how the different countries and regions developed in East Asia, but also how East Asian developments compare with the “West.”

Course Learning Outcomes

Local and Global Perspectives: Students will enhance their intercultural understanding of languages, cultures, and histories of local societies and the global issues to which these relate. (LO1CCI)

Aesthetic Inquiry and Creative Expression: Students will engage with artistic or creative objects (e.g., visual art, theatrical works, film) in different media and from a range of cultural traditions. (LO2CCI)

Exploring and Engaging Difference: Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class. (LO3CCI)

Students will learn the broad historical context and narratives surrounding the civilizations of China, Japan, and Korea.

Students will learn the main theoretical approaches to studying East Asia and in particular, recent historiographical changes and challenges to the region.

Students will learn to analyze, critique and interpret both secondary and primary sources, through individual reading and writing and through group seminar discussion. In particular, we will learn how to approach sacred texts from an academic perspective.

General Education

Global Liberal Arts Core Curriculum (GLACC):

This course can be used to fulfill the Integrative Inquiry requirement and as such has the following learning outcomes:

- *Local and Global Perspectives:* You will enhance your intercultural understanding of languages, cultures and the histories of local societies, and the global issues to which these relate.
- *Exploring and Engaging Difference:* You will think critically about cultural and social difference. You will identify and understand power structures that determine hierarchies and inequalities relating to race, ethnicity, gender, nationhood, religion or class.
- *Civic and Ethical Engagement:* You will demonstrate awareness of ethical considerations relating to specific societal problems, values or practices (whether historical or contemporary, global or local) and learn to articulate possible solutions to prominent challenges facing societies and institutions today so as to become an engaged actor across various levels of our interconnected world.

Course Outline

January

Week 1 – 1/14

Tuesday

TOPICS Introduction: Civilization and Modernity

READINGS

Friday

TOPICS Orientations: East Asia and the Early Modern World

READINGS Sextants of Beijing, PDF on Slack

January 19 – last day to drop/add courses online

Week II – 1/21

Tuesday

TOPICS East Asia and the West

READINGS *Sources*, Ch. 60 (64-76); *Sources*, Ch. 66 (173-185); *Sources* 81 (423-435).

Friday

TOPICS Popular Ideologies in China

READINGS *Sources*, Ch. (47-63)

Week III – 1/28

Tuesday

TOPICS The Foundations of the Tokugawa

READINGS “Introduction,” *Cambridge History of Japan* volume 4. PDF on Slack.

Friday

TOPICS The Tokugawa Period: The Ways of the Samurai and the Merchant

READINGS Sources chapter 63 (pgs. 121-128); Ch. 67 (186-210); Ch. 69 (231-245).

Week IV – 2/4

Tuesday

TOPICS The Tokugawa Period: Literature

READINGS Chikamatsu, PDF on Slack. .

Friday

TOPICS The Tokugawa Period: Literature continued

READINGS Ihara Saikaku, PDF on Slack.

First 3-5 Page Source Analysis Due

Week V – 2/11

Tuesday

TOPICS The Tokugawa Period: Continued

READINGS *Basho selections*. PDF on Slack.

Friday

TOPICS Choson Literature

READINGS *The Story of Hong Gildong*. PDF on Slack.

Peer Review due via Peergrade.io

SPRING BREAK!! February 17th – 28th, (no classes)

Week VIII – 3/3

Tuesday

TOPICS Western Impact

READINGS Sources pgs. 93-105.

Friday

TOPICS Western Impact, continued.

READINGS Sources pgs. 629-641; 340-372; 472-514.

Week IX – 3/10

Tuesday

TOPICS Midterm Exam

READINGS

Friday

TOPICS The Meiji Restoration,

READINGS *Sources*, Ch. 85-87 (471-514)

Midterm due

Week X – 3/17

Tuesday -- Faculty Retreat, no Class

Friday

TOPICS The Meiji Restoration, continued.

READINGS *Sources*, Chs. 88-89 (515-556)

Week XI – 3/24

Tuesday

TOPICS The New Culture Movement

READINGS *Sources*, Ch. 96 (678-691)

Friday

TOPICS A New Literature for a New Culture

READINGS Lu Xun selections, PDF on Slack.

Second 3-5 Page Source Analysis Due

Week XII – 3/31

Tuesday

TOPICS Interwar Years

READINGS Junichiro Tanizaki, *Naomi*, begin.

Friday

TOPICS Interwar Years, continued

READINGS Junichiro Tanizaki, *Naomi*, finished.

Second Peer Review Due

Choose Book for Final Book Review Project

Week XIII – 4/7

Tuesday

TOPICS War and Empire

READINGS Sources, 595-626.

Friday

TOPICS Colonialism and Resistance

READINGS Sources, 1025-1043; 725-746.

Week XIV – 4/14

Tuesday

TOPICS Maoism

READINGS Sources, pgs. 747-762.

Friday

TOPICS Postwar Korea: Division

READINGS Sources, ch. 119.

Week XV – 4/21

Tuesday

TOPICS Postwar Japan

READINGS Sources, pgs. 809-817; 819-826; 841-847; 899-903; 909-911.

Friday

TOPICS Post-Mao China: Reform and Opening

READINGS Sources, pgs. 762-773; 1052-1059; 1062-1067; 1075-1080.

Week XVI – 4/28

Tuesday

TOPICS The Rise of China and the Pivot to Asia?

READINGS Excerpts from Kissinger and Evan Osnos.

Final Project Presentations on May 5, During Final Exam Period

Take Home Final Due May 8 via E-Mail

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

GRADING:

Participation (Attendance, Quizzes, Participation in Discussions, Debates) 15%

Reading Journal 20%

Each week, you will be expected to write responses to the reading. Each reading response will be due at 11:59 PM Thursday.

The reflective journal is intended to be a space to make connections, your connections among the various complementary elements of the course. The object of the journal is not to think like me or to think like everyone else but to develop your own reflection. You can comment on reading assignments, lectures, discussions, or anything else that comes into your mind. Journal entries should summarize what you have seen, heard or read and they should end with thoughtful questions to bring to the next discussion. As the course progresses and you gain an increasingly complex understanding of contemporary world history, your journal entries should be making connections among the various elements that we have discussed. During the first week I will make suggestions for ways to organize your writing for each of our activities and assignments. In subsequent weeks I will ask you for suggestions about questions to address in

the journal entries. I will grade the journals at the end of each week. I will suggest specific ways that you can develop your own reflection each time I grade the journals and I will ask you to share your thoughts with the class.

Depending on issues that arise in our discussions, I will provide a prompt for you to focus on in our journal entries or use certain connections or on certain problems. If you are struggling with ideas, you can choose a quote (one to three sentences) that is surprising, thought-provoking, or that inspires comparisons with other countries or contemporary situations. Can you connect an idea to your own experiences, to a different time period, or to another work that we have read? What words, images, or examples does the writer use to convey his argument? At the beginning of some classes, you will share your sentences with another person in class, and I may ask you to read your sentences aloud.

As a rule of thumb, a good journal entry should be between 300-500 words.

At the end of each month, I will ask you to peer-review a reading through peergrade.io. Please make sure you are signed up for the peergrade.io site.

Grading Your journal entries will be evaluated based on three criteria:

Commitment, Ambition, and Engagement.

A grade:

Commitment: The writer turns in all journal entries. Entries may vary in length, but they regularly go on for enough time to reflect and accommodate extended thought.

Ambition: Journal entries regularly try to consider issues or pose questions which engage the writer but for which the writer may have no ready answer. The writer is willing to speculate and to try to make connections between this course and his or her experience. The writer is not

afraid to address complex and even paradoxical and contradictory ideas.

Engagement: The writer is clearly using the journal entries to 'push' his or her understanding of the learning experience in general.

B grade:

Commitment: The writer turns in all but three or four journal entries. The entries often reflect and accommodate extended thought, but at times they seem merely to summarize or to comment on the topic in an unengaged way.

Ambition: Journal entries often try to speculate about issues and questions and to make connections between the course and the writer's experience. But a number of entries discuss conclusions and/or summarize or respond in an unfocused way to the topic. The writer is also less comfortable with tension, dissonance, and paradox and tries to resolve or 'iron out' complexity.

Engagement: The writer sometimes uses journal entries to 'push' her or his understanding of the learning experience; a number of entries, however, seem formulaic or completed to fulfill the assignment.

C grade:

Commitment: The writer fails to turn in five or more journal entries.

Ambition: The journal entries seem cursory, the result of coercion rather than interest. There is little or no effort to speculate, to reach for more than obvious conclusions, or to connect with the writer's own experience.

Engagement: The writer rarely if ever uses journal entries to deepen, much less 'push' his or her understanding of the text or question in particular.

You will be allowed to miss 2 journal entries. Each subsequent missed journal will lower your reading journal grade by 1/4. If you miss more than 4 journal entries, your grade for this portion will automatically be a zero.

Mid-Term Exam – 15%

Timeline Assignment and Presentation 15%

Set up a timeline on sutori.com. Throughout the semester, you will trace the life of one person. The person can live have lived any time from 1500 to the present, and must come from somewhere in East Asia. The person could be an emperor, a poet, a writer, a revolutionary, or any person of note.

Each week, you will have to add one fact to your timeline of this person's life. It could be a photo, a video, etc. You need to use at least 10 academic sources for your timeline / presentation. Make sure to cite your facts on your timeline. Since we will begin the exercise at the beginning of week 3, you need to have **14 facts** total on your timeline.

Two times over the semester, you will post your best or favorite fact to our class's timeline. The fact must have some type of intersection with a theme in the class. Throughout the semester, you will have three minutes to introduce your fact to the rest of the class.

Final research paper and presentation 20%

You will pick a topic related to contemporary world history and investigate it. The result of this research will be an 8-10 page paper. I will ask you to submit successive assignments to build up to the final paper:

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- Research topic and research question -- Friday, March 13.
 - Bibliography of 8 academic sources -- March 27
 - One source analysis, 250-300 words -- April 3
 - Outline -- April 10
 - 3-5 pages of paper -- due April 21
 - Peer review of paper -- April 28
 - Final Paper -- May 8.

Final Exam 15% -- Take home exam due May 8.

Other
