

MO3936 East Asia and the World 1850-1950

Lecturer: Dr. Konrad M. Lawson **Email:** kml8@st-andrews.ac.uk

Meets: 18:30-20:30 Alternate Wednesdays **Location:** Arts Seminar Room 4

Description: This seminar on modern East Asian begins with an examination of the evolving societies of the Qing dynasty, the Tokugawa regime, and the Chosŏn dynasty on the Korean peninsula. Significant focus in the course will be given to the challenge of East Asian interactions with the West and western imperialism, including the domestic cultural and intellectual developments and responses to new challenges in the Japanese empire, including colonial Korea, and in the Chinese republic. Whenever possible the course will integrate and explore the parallels and contrasts in the experiences of Japan, Korea, and China and highlight some of the important transnational connections between them.

This is an honours seminar that, while not assuming any background in the study of modern East Asian history, will expect students to read widely and deeply in the topics it covers between each of our meetings. It is not a lecture course, and the success of the seminar discussions will depend very much on the time and preparation that you dedicate to the course. In addition to an assessed presentation, students will often be asked to give small presentation to classmates on a reading or particular topic. Small group work within the seminar will also be a common approach taken during the course. Class may begin with 10-20 minutes of introductory comments and opening questions by myself, or directly with a presentation by a student offering a summary and critique of some of the read material or a theme to be covered. A seminar provides an excellent opportunity for us to engage with history not as a body of facts and knowledge about the past that is passively consumed, but as a field of problems and historical questions to analyse and discuss.

Overview

1. Sep 17 - Introductions: East Asia and the Global Context
2. Oct 01 - An Evolving East Asian Order – Qing, Chosŏn, and Tokugawa
3. Oct 15 - Sociable Hermit Kingdoms and Not-So Chained Countries
4. [TBD] - Facing the Challenge of Western Imperialism
5. Nov 12 - Expelling Barbarians, Strengthening Kingdoms, and Restorations
6. Nov 26 - The Development of Japan's Colonial Empire
[Inter-Semester]
7. Jan 28 - Social and Cultural Transformations in Early 20th Cent. East Asia
8. Feb 11 - Japan's Invasions of China and the Pacific War
9. Feb 25 - The Aftermaths of War in East Asia
10. Mar 11 - A Tale of Four Republics: PRC, ROC, DPRK, and ROK
[Spring Vacation]
11. Apr 08 - Legacies and Memories

Assessment Summary

60% Coursework

Oct 15 - Short Essay 1 5%
Nov 26 - Long Essay 1 20%
Feb 11 - Short Essay 2 5%
Apr 08 - Long Essay 2 20%
Presentation 10%

40% Take-Home Exam

The take home exam will be downloadable online and be scheduled during the day, possibly on Saturday, April 25 - to be confirmed.

Learning Outcomes

- Analyse the impact of encounters between East Asia and the West in the 19th and 20th centuries
- Assess the transformative role of ties and interactions within East Asia on the history of the region
- Understand the process of rising nationalism and the development of national identity in East Asia
- Compare the role of Western and Japanese empire on the region
- Evaluate the legacies of empire and memories of violence on East Asian history after 1945

Assignments

The assessed portion of the coursework for this module consists of two 3000 word essays, a presentation, and two short essays. In addition, students are required to come prepared each week having completed the assigned reading and prepared to discuss them. Students will also be asked to offer smaller presentations on prepared material that are not formally assessed.

Short Essays

There are two short essays for this course which should be between 500-700 words in length, not including footnotes. They are designed to help you in preparation for your longer essay and may take one of two forms:

1. **Critical Review:** You may write a critical review of one secondary or primary source in the form of a book that you have selected to help you write your long essay. In it you should state clearly and briefly what the book argues and what you have extracted from it that will help you make the argument in your longer essay. It should also include at least a few sentences with your evaluation of the such as whether it is particularly effective or problematic as a source.
2. **Prospectus:** Alternatively, you may write a short essay that summarises the argument you plan to make in the coming long essay, or are exploring at the moment for your longer essay. This is an excellent opportunity to test some early ideas you have, or give me an indication of where you are going with your thinking. Due to the very short nature of this assignment, state your topic broadly, then write in a bit more detail about one or two specific examples of what you will be arguing in greater depth in your 3,000 word long essay to come. This exercise can be very helpful to you in processing your thinking about the long essay, and giving me an opportunity to offer feedback along the way.

Questions to consider as you write the short essay:

- Was my short essay written in a coherent and highly focused manner, and avoid distraction or unnecessary information?
- If I am writing a critical review, did I include a concise overview of what the source is about?
- If I am writing a critical review, did I tie the arguments of the book to where I hope to go in the argument for my longer essay?
- If I am writing a critical review, did I include an evaluation of the work with a specific example of its strong and/or problematic aspects?
- If I am writing a prospectus, did I include a concise presentation of what I plan to argue in my coming long essay?
- If I am writing a prospectus, did I include a specific example or two illustrating the argument I will be making in the long essay to come?

Long Essays

The long essays for the course are each worth 20% of the total grade.

Essay One: The first essay should answer one of the following questions:

1. Did the “chained country” policy of the Tokugawa period amount to much?
2. Why did East Asia matter in Europe before the 20th century?
3. What similar responses to external threats in Tokugawa, the Qing, and Chosŏn lead to different results and why?
4. How did religion and economic crisis interact in 19th century East Asia? Compare two cases.
5. In what ways were new technological and political ideas transformed as they were taken up throughout East Asia?

OR explore an aspect of one of the following topics:

6. The Foreign Settlements in East Asian Cities
7. Environmental Change during Modernization in East Asia
8. Debates over Westernisation in 19th Century East Asia
9. The Role of European Missionaries in East Asia
10. Rise and Transformation of Trade in 19th Century East Asia
11. East Asian Encounters in the West
12. The Role of Opium and Drugs in East Asia
13. Korea’s Relationship With its Neighbours
14. The Rise of National Identity in East Asia
15. Ethnic Minorities and the Modern Nation-State in East Asia

Essay Two: The second essay should answer one of the following questions:

1. In what ways did transforming gender roles present both opportunities and new challenges for women in East Asia?
2. How important was urban protest in bringing about change in early 20th century East Asia?
3. To what extent did Koreans, Okinawans, or Taiwanese become Japanese under colonial rule?
4. Was Japan merely following the footsteps of Western empires in the course of its expansion?
5. Is the United States responsible for the incomplete civil wars of China or Korea?

OR explore an aspect of one of the following topics:

6. The Rise of Communism in China or Korea
7. American Reforms in Occupied Japan
8. Japan’s Dreams of a Manchurian Utopia
9. Koreans and Taiwanese Minorities within the Japanese Metropole
10. Colonial Modernity in Korea or Taiwan
11. Japanese War Crimes or War Crimes Trials
12. The End of Western Imperialism in East Asia
13. Western Wartime Journalism in East Asia
14. China’s Appeals for Wartime Help Abroad
15. Korean Appeals for Independence Abroad

If you have another topic that interests you, you are more than welcome to propose it. Do so in the form of a prospectus short essay (see above). In the prospectus, outline your proposed alternative topic and include a discussion of the sources you plan on using.

Please Note: Do *not* attempt to provide a *comprehensive* answer to any of these questions or topics. In both the case of these very broad questions and even broader topics take this opportunity to make a very *specific* and *focused* argument about them. When answering questions, focus in on a specific historical example or case which helps make the argument in one or another direction - do not try to consider all cases or make blanket arguments. When choosing one of the broader topics, use them as a starting point to again focus in on a specific case, period, location, person or persons, or incident which allows you to make a clear historical argument.

Making an Argument

The academic study of history embraces change in the past as a way to explore solutions to particular problems. The object of a historical research essay is not to tell us simply what happened, but to use what happened in order to make a historical argument about some problem clearly defined. For example, if an essay is written about some aspect of the Boxer Rebellion, it should not consider its task complete when the major facts of the Boxer Rebellion have been retold. That is closer to the genre of the encyclopaedia entry than of academic historical study. It should endeavour to use the Boxer Rebellion as an opportunity to tell us something, to make an argument about something: what does the rebellion reveal about the nature of Western imperialism? The rise of new religious movements in China? The weakness of the late Qing state? The rise of Japan? And so on. The possibilities are many, but in every case, they offer an answer to the question: So what? Why does this history matter? History can and should tell stories, but a research essay embeds a story within an arc of an argument - if it contains narrative elements, it must also always include an analytic element.

The historical argument in your long essays, in particular, should be clearly and unambiguously stated in the span of 1-3 sentences somewhere in the opening third of the essay, preferably in the opening paragraph or two. If you are answering one of the questions rather than choosing one of the broader topics, this can usually be accomplished by giving a clear answer and adding at least some detail about how you will go on to support your answer. Your argument should be falsifiable, that is, it should be possible to meaningfully contradict the argument you make and demonstrate that it is false if the presented evidence is not sufficient or poorly deployed. It should not be obvious, trivial, or a well-known and rarely contested fact. Challenging as false an existing historian's argument that has become considered obvious and rarely contested, however, is one ambitious way to find your way to an interesting and original argument but only if your evidence is sufficient. Alternatively, if you have found evidence that supports the existing arguments of historians in a given area of research in a new set of sources, from a fresh perspective, or in greater depth, or in a comparative light, that also often yields a strong argument. If you have identified a debate in the historiography and wish to take a position on it without simply repeating all of the points made by one of the participants of the debate, that can also yield an essay with a strong argument but you should take care to acknowledge the position and evidence of the other side.

Some questions to ask yourself as you write the long essay:

- Does the essay have a clear introduction which articulates the argument I wish to make in the essay?
- Does the essay have a clear conclusion which restates the main points and then makes some effort to contextualise the findings in the broader issues of the course?
- Does the essay situate the argument being made in the context of the sources used, and its relevance to the study of Japanese imperialism (the "so what" question)?
- Does the essay show a good understanding of the sources used, and use them effectively in supporting my argument with clear and specific examples to enforce my points?
- Does the essay avoid long quotations from secondary works whenever possible?
- Have I been careful not to plagiarise sources and cite them whenever used?

- Have I used a variety of appropriate sources?
- Does the essay retain a strong focus on the main argument, and avoid passages which stray significantly from the main points?
- Does the essay avoid being a summary or introduction to a particular topic, event, or person in order to make a clear argument that is falsifiable?
- Does the essay consider alternative explanations, acknowledge inconvenient facts, and point out sources or historians who may have differing approaches?
- Did I proofread my essay, check the spelling, and reread for sentences that are unclear?
- Did I carefully follow the style guide for the School of History for all my footnotes?
- Did I include a bibliography at the end of my essay?
- Did I include a word count in the header?

Carrying Out Research for Essays

When you have selected a question or topic for your longer essay the first, most obvious place to look for information on the topic is among the various books and articles that are assigned or proposed in this course. Early on, it is useful to focus on skimming through sources as you find them, noting carefully works of potential interest found in the footnotes or bibliographies of these works to help you broaden and then later focus in your research. As you find works of interest, make note of the authors and look for other articles or books by the same author, then repeat the process, looking again through the footnotes and bibliography for sources more specifically related to the topic you are researching.

When you do not find enough through the above method of beginning your trail with our existing assigned works, proceed to search in various databases for relevant keywords:

- Our library catalogue
- Major journal databases we have access to such as JSTOR
- Google Scholar (scholar.google.com) which can then direct you to other journals our library may provide access to
- Consult with librarians - they are your friend. Bring them what you have found already and work with them to find further resources.
- Learn to use Google more effectively:
 - Search for phrases in quotation marks " " when appropriate
 - Try adding filetype:pdf to limit results to PDF files
 - You can limit searches to a particular domain or top-level domain, e.g. including: site:st-andrews.ac.uk or site:.edu

The long essays should use at least half a dozen sources which are not websites and the inclusion of primary sources is encouraged but not required. An essay based on sources that are the results of a simple google search can be written in an evening of frantic last minute work, but rarely demonstrates much effort, research skill, or ability to isolate high-quality materials to support an argument. This is not because there are not excellent websites with overviews on a topic, excellent wikipedia entries, etc. but because there is still usually far greater quality material found in published articles and books on most historical topics, including those which are assigned above. It is wise to make use of online research skills to get oriented in a new topic, but use this course as an opportunity to explore the wealth of academic research on your topics. Your essays will be assessed, in part, on how effectively your sources demonstrate your research efforts. Of course, digitized primary (archival sources, documents) or secondary sources (e.g. articles in academic databases) found in digital collection are permitted and an online source or two in addition to your other sources beyond the minimum is fine if chosen carefully for quality.

When you have found a good selection of a dozen or two sources through a process of skimming of footnotes and bibliographies etc., start your more detailed reading with something of broader coverage to give you

some ideas of potential specific arguments or hypotheses. Then move swiftly and with more focus to search through the other sources in the specific sections that are likely to show whether your potential argument holds or not. In researching for an essay you rarely have to read an entire work, and even when you do so, you should skim less relevant sections. Unlike reading for pleasure, historical research involves reading as a hunt for answers to problems. If you find that your argument does not hold or has insufficient evidence to support it, zoom out again and restart the process.

This circular movement is one very effective approach to historical research. Start broad, find potential key arguments and inspiring ideas. Moving quickly, test these ideas and arguments by searching in other sources and zooming into detailed cases and examples. If this doesn't work or is insufficient, zoom out again and repeat. Once you are happy with an argument and the available evidence, then read more slowly and with determination, taking more detailed notes, and outlining your essay as you go.

The Worst Possible Way to Proceed: Perhaps the worst possible way to do research for your essay is to find a dozen or two works on your broad topic by title search. This usually results in you finding several very general and introductory works on your topic. Allow this collection of books and articles to rest comfortably on your shelf until the deadline nears, and then sit down and attempt to read all these works and hope that your essay will emerge from the vast knowledge you have gained in reading these books.

Headers and Formatting

At the top of your written work, please include:

- The date of submission
- The assignment you are submitting (e.g. Short Essay 1, Long Essay, etc.)
- Your student number
- A title, when appropriate
- The total number of words (use the word count feature of your word processor)

When formatting your assignments, please follow these guidelines:

- Add page numbers
- Use a minimum of 12 sized font
- Use a serif (such as Times Roman, Georgia, Garamond), not a sans serif font (such as Arial, Helvetica, Verdana)
- Please double space your essays

Other aspects of formatting are highlighted in the School of History style sheet. See the following section.

Footnotes and References

Please carefully read the St Andrews School of History Style Sheet:

<http://www.st-andrews.ac.uk/history/info/stylesheet.html>

This document, sections 1-4, contains extremely valuable information on how to compose your essay, including how to format your footnotes and bibliography. In particular, please follow the instructions for footnotes carefully.

Online Submission

Unless otherwise indicated, work will be considered submitted by the date the document was submitted online on the MMS. The digital submission is the only submission that matters for the mark. Paper copies of your submissions are requested and may be submitted in class or directly to my box on the first floor of St Katharine's Lodge.

If you are concerned that any given assignment was not correctly submitted to the MMS, you are free to email a copy of your submitted assignment, if you like. In the event an assignment was not correctly uploaded to the MMS for some reason, but an emailed copy was sent in time, that date of submission will be used, but a copy will still need to be submitted to the MMS thereafter.

Extensions and Late Work

Prior permissions for late submission of work ("Extensions") to make fair allowance for adverse circumstances affecting a student's ability to submit the work on time will be considered on a case by case basis. Normally such permissions will only be granted for circumstances that are both unforeseen and beyond the student's control.

Without an approved extension, 0.5 points will be deducted for every day (including Saturday, Sunday, and any holiday) after the relevant deadline.

Work submitted more than two weeks after the relevant deadline but before the School's final deadline for semester work will receive an automatic fail mark of 1.

Word Limits

Assessed work with word limits should be always submitted within those limits. Writing in a clear and concise manner, and being able to structure and execute an argument that may be shorter than you feel is required is a skill that is of great use in academic fields as well as the workplace beyond. A piece of work that is under 10% over the limit will not be penalised. Work that ranges around 10-20% too long, will be penalised by 1 point. Anything above 20% of the word limit the work will be returned unmarked. Once resubmitted the piece of work will be marked and late submission penalties apply.

Feedback

General feedback is provided directly on the mark sheet, which will be posted to the MMS within 10 weekdays (2 weeks). Additional feedback, especially for longer essays is sometimes available on an annotated copy of your submitted work, usually return via MMS. Occasionally, feedback is written on a paper copy of the assigned work, which will usually be returned after the mark has already been posted to MMS.

Presentation

Each week students will be given an opportunity to present a summary, critique, and raise some discussion questions based on supplementary readings. One such presentation for each student will be given more time and assessed formally. The assessed presentation should be 15-20 minutes in length and not longer. It may either: focus on 1-2 books, or a collection of articles (3 articles to replace a book) among the assigned required or supplementary readings for each week. It should summarise the main arguments, and make 1-3 focused critiques or observations about the read material. A supplementary handout (1-2 pages at most) should be brought that includes some bullet points from the summary, any key persons or dates, and a few questions about the themes in the reading to kick off our discussion.

The non-assessed presentations that students will be asked to volunteer for every week are usually shorter (5-10 minutes) and do not require a handout to be prepared (though they are welcome).

Some questions to consider as you prepare:

- Did the distributed handout of one or at most two pages accurately summarize the general points to be made in the presentation in the form of concise bullet points
- If appropriate, did the handout include any important dates, sources, or a map for the discussion?
- Did the handout include 1-3 discussion questions?
- Was the 20 minute limit strictly observed in the presentation?
- Was the presentation well structured, organized, and focus on a few key points?
- Was there a good balance of arguments and a few examples to support them?

Marking

Within the School of History all work is assessed on a scale of 1-20 with intervals of 0.5. Module outcomes are reported using the same scale but with intervals of 0.1. The assessment criteria set out below are not comprehensive, but are intended to provide guidance in interpreting grades and improving the quality of assessed work. Students should bear in mind that presentation is an important element of assessment and that failure to adhere to the guidelines set out in the School of History Style Sheet will be penalised.

Again, you can find the style sheet here: <http://www.st-andrews.ac.uk/history/infoug/stylesheet.html>

Outstanding First: 19.0, 19.5, 20.0

Clear First: 18.0, 18.5

Borderline First: 16.5, 17.0, 17.5

First Class work will be distinguished in some or all of the following ways: originality of thought or interpretation; independence of judgement; wide-ranging reading, often beyond that recommended; intelligent use of primary sources; historiographical awareness and criticism; clarity and rigour of argument and structure, well directed at the title; clarity and elegance of style; unusual and apt examples; comparison e.g. with themes and topics covered in other modules.

Upper Second Class 13.5, 14.0, 14.5, 15.0, 15.5, 16.0

Upper Second Class work will be distinguished in some or all of the following ways: clarity and rigour of argument and structure, well directed at the title; thorough coverage of recommended reading; intelligent use of primary sources; historiographical awareness; well chosen examples; comparison e.g. with themes and topics covered in other modules; clarity of style.

Lower Second Class: 10.5, 11.0, 11.5, 12.0, 12.5, 13.0

Lower Second Class work will have some of the following features: some evidence of knowledge and understanding, but limitations in clarity and rigour of argument and structure; restricted coverage of recommended reading; restricted use of primary sources; weaknesses of style; failure to address the title set.

Third Class: 7.5, 8.0, 8.5, 9.0, 9.5, 10.0

Third Class work will have some of the following features: very limited knowledge and understanding; confusion in argument or structure; insufficient reading; confused style; failure to address the title set.

Pass: 7.0

Fail (with the right to re-assessment): 4.0, 4.5, 5.0, 5.5, 6.0, 6.5

Work with very serious deficiencies that falls below the required standard, failing to address the literature with the seriousness required and with an inadequate grasp of the subject matter and of historical analysis.

Fail (without the right to re-assessment): 1.0, 1.5, 2.0, 2.5, 3.0, 3.5

Work so weak as to indicate that only a nominal attempt has been made to complete the assignment, or that it displays virtually total confusion and misunderstanding of the subject.

Unclassifiable: 0

No acceptable work presented.

Re-marking of assessed work

Students have only limited grounds on which to launch appeals. The University's policy is as follows. "Challenges should be submitted on the specific grounds of: procedural irregularity; bias or prejudice; exceptional personal circumstances not previously notified for good reason; harassment or bullying affecting academic performance by a member of staff involved in granting the marks, grades or classification concerned." A formal challenge should be lodged in writing (email is acceptable) within 5 days of the original mark being notified to the student.

If a student wishes to appeal a coursework mark, they should therefore formally notify the course coordinator (or if the coordinator happens also to be the tutor who has given the disputed mark, then they should notify the Director of Teaching. The course coordinator will then institute a review as follows: the grounds for the complaint will be examined, and if the course coordinator believes the appeal should be upheld then

the work will be referred to a second tutor teaching on the course, nominated by the course coordinator. The work will then be re-marked, and any discrepancy dealt with by the normal process of discussion and moderation. The course coordinator will act as moderator in case of disagreement. The work concerned will be marked blind (that is, referred to the member of staff offering the second opinion without them being aware of the mark originally given). The student will be informed of the decision within 5 working days of the course coordinator receiving the formal appeal.

If at the end of this process the student is still not satisfied s/he should submit an appeal in writing to the Senate Office within one calendar month after the outcome has been received from the School.

Fuller guidance on the School's appeals and complaints procedures can be found on the School website at:

<http://www.st-andrews.ac.uk/history/infoug/complaints.html>

Absence from Classes

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the Academic Alerts regulations.

<http://www.st-andrews.ac.uk/history/infoug/academicalerts12-13.doc>

If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self Certificate of Absence.

https://e-vision.st-andrews.ac.uk/urd/sits.urd/run/siw_lgn

Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Support in order to organise the appropriate documentation.

If you submit more than three Self Certificates in a single semester, or if the period of absence extends to fifteen working days, you may be contacted by Student Support, the relevant Pro Dean, or by an appropriate member of staff in your School.

Completion of a Self Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the United Kingdom Borders Agency any student who fails to enrol on a module or programme of study or who fails to attend or who discontinues their studies.

See also the undergraduate handbook section on permission to proceed:

<http://www.st-andrews.ac.uk/history/infoug/ptp.html>

Emails

If you have a question that requires an answer with significant detail, please consider asking during office hours, or at the beginning or end of class. If the email requires a particularly long answer, I may ask you to bring the question up again after our next class or in office hours. I will strive to offer a reply to emails received within 48 hours, whenever possible. Emails are usually not responded to over the weekend and may not even be read until Monday.

In writing emails, please try to be clear about what you are asking, and keep in mind that your message is one among many from students of multiple classes and differing contexts. Please mention which course you are in and what specific matter you are referring to. As in class, feel free to address me by first name in emails.

Academic Misconduct and Plagiarism

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a St Andrews degree.

Academic misconduct includes inter alia the presentation of material as one's own when it is not one's own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation (whether formative or summative, at any point in the programme of study) is liable to consideration under this Academic Misconduct policy. Please note that the above are not exhaustive, and other forms of academic misconduct not listed here will be treated as such by the University.

All work submitted by students is expected to represent good academic practice.

The University's policy covers the behaviour of both undergraduate and postgraduate students.

All students are advised to familiarise themselves with the University's Guide to Academic misconduct or the relevant information in the Students' Association's web site.

<http://www.st-andrews.ac.uk/students/rules/academicmisconduct/>

http://yourunion.net/studentvoice/content/693803/education/academic_misconduct_explained__/

if you are unsure about the correct presentation of academic material, you should approach your tutor. You can also contact CAPOD, which provides an extensive range of training on Academic Skills.

<http://www.st-andrews.ac.uk/capod/>

Seminars

Week 1 Sep 17 - Introductions: East Asia and the Global Context

Online Task: Visit the map collection and searchable database here: <http://rumsey.mapranksearch.com/>
In the map section on the centre of the page, zoom and pan the map to cover East Asia. Below the map, set the search terms to 1845-1955 and, as you do so, a list of maps will appear to the right. Browse the maps, and choose 2 of them that you find interesting of East Asia or some part of East Asia during our time period. When you click on the map you will be taken to a detailed view of it. At the top of the screen is a link to “Share This” which, when you click on it, will make an internet link appear. Please copy down and email me this link for the two maps you have chosen and we will have a look at them and discuss them in class.

Reading:

Mitter, Rana ”

Week 2. Oct 01 - An Evolving East Asian Order – Qing, Chosŏn, and Tokugawa

Week 3. Oct 15 - Sociable Hermit Kingdoms and Not-So Chained Countries

Week 4. [_____] - Facing the Challenge of Western Imperialism

Week 5. Nov 12 - Expelling Barbarians, Strengthening Kingdoms, and Restorations

Week 6. Nov 26 - The Development of Japan’s Colonial Empire

[Inter-Semester] ### Week 7. Jan 28 - Social and Cultural Transformations in Early 20th Cent. East Asia ### Week 8. Feb 11 - Japan’s Invasions of China and the Pacific War ### Week 9. Feb 25 - The Aftermaths of War in East Asia ### Week 10. Mar 11 - A Tale of Four Republics: PRC, ROC, DPRK, and ROK [Spring Vacation] ### Week 11. Apr 08 - Legacies and Memories

Readings