

LSC Use Only Proposal No: \_\_\_\_\_ UWUCC Use Only Proposal No: 13-44  
 LSC Action-Date: AP-9/19/13 UWUCC Action-Date: APP-10/22/13 Senate Action Date: APP-11/5/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) <b>Alan Baumler</b>	Email Address <b>baumler@iup.edu</b>
Proposing Department/Unit <b>History</b>	Phone <b>4066</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: HIST 206 History of East Asia

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

2. Liberal Studies Course Designations, as appropriate  
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship       Information Literacy       Oral Communication  
 Quantitative Reasoning       Scientific Literacy       Technological Literacy

3. Other Designations, as appropriate

Honors College Course       Other: (e.g. Women's Studies, Pan African) **Asian Studies**

4. Program Proposals

Catalog Description Change       Program Revision       Program Title Change       New Track  
 New Degree Program       New Minor Program       Liberal Studies Requirement Changes       Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		11/1/12
Department Chairperson(s)		11/1/12
College Curriculum Committee Chair		5-8-2013
College Dean		5/9/13
Director of Liberal Studies (as needed)		10/1/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		10/22/13

Received  
 OCT 1 2013  
 Liberal Studies

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 MAY 9 2013  
 Liberal Studies

## **Part II.**

### **1. New Syllabus of Record**

#### **Catalog Description**

HIST 206 The History of East Asia

3c-0l-3cr

History of China and Japan from ancient times, Buddhism, medieval Japan, Chinese communism, industrialization and the modern Pacific Rim. Some consideration of peripheral Asia.

#### **Ila. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)**

##### **Objective 1:**

Explain the major themes in East Asian History

##### **Expected Student Learning Outcomes 1 and 2:**

Informed and Empowered Learners

##### **Rationale:**

Assignments will require students to demonstrate their ability to analyze some of the major themes in East Asian history. As *Informed Learners* students will demonstrate knowledge and understanding of: -the interrelationships within and across cultures and global communities. As *Empowered Learners* students will demonstrate: - critical thinking skills including analysis, application and evaluation - reflective thinking and the ability to synthesize information and ideas

##### **Objective 2:**

Students will summarize some of the major themes in the historiography of East Asia.

##### **Expected Student Learning Outcome 2:**

Empowered Learners

##### **Rationale:**

Assignments will require students to demonstrate some knowledge of the major debates in the historiography of East Asia. As *Empowered Learners* students will demonstrate critical thinking skills including analysis, application and evaluation as well as reflective thinking and the ability to synthesize information and ideas.

##### **Objective 3:**

Students will analyze primary and secondary sources

##### **Expected Student Learning Outcomes 1 and 2:**

Informed and Empowered Learners

##### **Rationale:**

Assignments will require students to analyze both primary and secondary sources. As *Informed Learners* students will demonstrate knowledge and understanding of: -the past and present from historical, philosophical and social perspectives As *Empowered Learners* students will demonstrate: - critical thinking skills including analysis, application and evaluation - reflective thinking and the ability to synthesize information and ideas

##### **Objective 4:**

Students will summarize the complex relationships between dominant and non-dominant groups in East Asian society. Ethnic minorities, women, and peasants will be examined, as well as the impact of modern imperialism after 1840.

## **Expected Student Learning Outcomes 2 and 3:**

Empowered and Responsible learners

### **Rationale:**

Assignments will require students to demonstrate their ability to analyze these issues. As Empowered learners they will demonstrate:- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources. As *Responsible Learners* students will demonstrate:- an understanding of themselves and a respect for the identities, histories, and cultures of others

## **III. Course Outline**

### **Week 1 The World of the Ancestors**

The Shang created the first "state" in East Asia, although the Shang royal system was as much a warrior clan as a bureaucratic state. This week we will look at the family as the model unit of political and social organization.

-Oracle bones, shamanism and the Shang Kings

-The Zhou and the Mandate

Holcome. pp. 1-24

Start reading *Zhuangzi*

### **Week 2 The World of the Sage**

With the decline of the Zhou a new class of experts and texts emerged. Moral excellence and technical skills became something that could be learned from books and teachers. This week we will look at both what these teachers taught and also the teacher-student relationship and meaning of schools.

-Sunzi, the experts and the creation of the classics, Confucius and bringing order to the universe.

-Daoism, escape and wizards

*Zhuangzi*, entire

Selections from [Analects](#) and [Mencius/Xunzi](#)

Holcome, pp. 25-44

### **Week 3 The World of the Court**

The rulers of the Qin and Han transcended the old Shang family-state and created an Emperor and a court that were the center of the political and moral universe. We will look at the evolution of the court as the center of the elite world and the relationship between ruler and minister.

-Qin, Han and the Emperor

-"Legalists" and "Confucians" and the Emperor

-Han synthesis and the tribute system. Aristocratic culture and China without a Son of Heaven

Holcome, pp. 45-57

[Biography of Li Si](#) From Sima Qian *Shiji*

#### **Week 4 The World of the Buddha**

Buddhism is the most important pan-Asian religion, and it spread quickly in part because it offered things that existing religions did not and in part because of its ability to adopt to local conditions.

- Zen, Pure Land and the Sinification of Buddhism
- Popular Buddhism and the monasteries.
- Tang China as the center of the Asian world

Holcome, pp. 58-90

[Master Yuan of Mt. Lu](#) From Mair, ed. *Traditional Chinese Culture*

#### **Week 5 The World of Rivers and Streams**

In the Tang and Song periods a series of transformations in the economy and technology opened up new opportunities for those outside the elite. We will look at the nature of the Tang-Song transition and what we can learn about the lives of ordinary people during this period.

- Tang-Song transition and the new world of trade.
- World of print. Wang Anshi and the exams.
- Shi Jin and the world of the bandits.

Holcome, pp. 91-108, 126-132

[Dou Yi](#), A short biography of a Mid-Tang Businessman From Mair, ed. *Traditional Chinese Culture*

[Selections from Water Margin](#) From the Dent-Young translation

#### **Week 6 The World of the Kami**

On the edges of China a series of states made the transition from clan-based to imperial rule. This was the same transition that China had made, but these other societies had the advantage of the Chinese example. In Japan in particular the system that developed was quite different from that in China.

- Vietnam, Korea, and shamanism.
- Heian and culture of the court.
- Kamakura and the warrior elite

Holcome, pp. 109-125, 148-159

Pillow Book, entire

#### **Week 7 The World of the Steppe**

Although the relationship between steppe and sown had been important since early times, the Mongols and their empire transformed East Asia and all of Eurasia. We will look at the Mongols and their impact and the states that succeeded them.

- Mongol Empire. Nomadic empires more generally
- Ming China and maritime Asia
- Ashikaga Japan and the rise of the Daimyo

Holcome, pp. 135-147, 160-189

Chinghis Khan and the battle at Seventy Felt Cloaks, from [Secret History of the Mongols](#)

## Mid-term exam (Take-home)

### Week 8 The World of the Shi

*Shi* is a Chinese term which is usually translated as "gentry." From the Ming and Tokugawa periods China and Japan were dominated by a bureaucratic elite that ran society both formally through the state and informally through their economic and cultural positions.

- Qing China and the Eight Banners
- Tokugawa Japan and centralized feudalism
- Expansion and commerce, autocracy and centralization

Holcombe 160-189 (Yes, I know we did this already)

Shen Fu *Six Records of a Floating Life*, entire.

Selection from [The Scholars](#) This is a Qing dynasty satirical novel that deals with the exam system and social mobility.

### Week 9 World of the Treaty Ports

Although foreigners had been coming to East Asia for centuries the period from 1400 on saw a great increase in the importance of maritime trade. We will examine conflict between Asian and foreign states and cooperation between individual people.

- Opium wars and the European empires
- Treaty ports and imitation foreign devils
- Taiping rebellion and Self-strengthening

Holcome, pp. 190-229

[Rise and Fall of the Canton Trade System](#) (website) Both this and the website next week are secondary sources on Asia's relationship with the West. If you write an analysis of this you will need to focus on the pictures.

### Week 10 World of the Reformers

Throughout East Asia the challenge of imperialism led states and elites to launch radical programs for reform. The most successful of these reforms were in Japan.

- Meiji restoration in politics and society
- Meiji order and Japanese empire
- New Policies and fall of the Qing

Holcome 213-230

Fukuzawa Yukichi [Autobiography](#) Fukuzawa was a member of the Samurai class who became an important reformer in the Meiji period.

[Throwing off Asia](#) (website)

[Selections from](#) Kang, Hildi. *Under the Black Umbrella: Voices from Colonial Korea, 1910-1945*. Cornell University Press, 2005.

### Week 11 World of the Revolutionaries

In the early 20th century countless groups called themselves "revolutionaries" and offered radical and often violent solutions to Asia's problems. Governments, not surprisingly, replied with oppression.

- From March 1 in Korea to May 4 in China.
  - Sun Yat-sen and the professional revolutionary party.
  - Radical ideas from Kawakami Hajime to Mao Zedong
- Holcombe, 230-254

-Kawakami Hajime [A Letter from Prison](#). Kawakami was one of the most important of Japan's radicals and was connected to many strands of thought over the course of his life.

-Mao Zedong ["Report on an Investigation of the Peasant Movement in Hunan"](#) This is Mao's analysis of the class structure of Chinese rural society. Although Mao was not much of a sociologist, these categories would be tremendously important for understanding China's later development

### **Week 12 World of the Kokutai and the Red Guards**

After 1919 Japan and its empire became increasingly centered around the concept of the *kokutai*, the organic unity of the people and the state. We will also look at the impact of totalizing ideologies in China. We will be skipping ahead a bit chronologically to look at how these new states changed the lives of ordinary people.

- Thought police and Japan at war
- Parties and cadres in China
- The Red Sun of Chairman Mao

Holcombe, 255-276  
*Soldiers Alive*, entire

### **Week 13 World at War**

The Twentieth century was a century of war for most Asians. Starting with warlordism in China we will look at the impact of war on the Asian world, culminating in the Pacific War, which resulted in drastic changes for every nation in Asia.

- Pacific War and a New Asia
- Mao's victory
- The Great Leap and Maoist economics

["War means jobs for machinists" and "I wanted to build Greater East Asia"](#) Cook, Haruko Taya, and Theodore F. Cook. *Japan at War: An Oral History*. New Press, The, 1993

[Selections from Gao Yuan. \*Born Red: A Chronicle of the Cultural Revolution\*. 1st ed. Stanford University Press, 1987.](#)

Holcombe, 266-276, 313-321

### **Week 14 World of the Salriman**

Since 1945 a series of Asian economies have taken off, starting with Japan. We will examine both why this happened and what it has meant for the lives of people in Asia.

- Japan in the age of MITI
- Deng Xiaoping's China
- The Sinosphere and the Pacific Rim

Holcombe, 277-end

[Selections from](#) Se-Hui, Cho. *The Dwarf*. Translated by Bruce Fulton and Ju-Chan Fulton. University of Hawaii Press, 2006.

### **Final Exam (during exam period)**

#### **IV. Evaluation methods**

First paper 200 points

Second paper 200 points

Mid-term and Final 250 points each

Quizzes 100 points

#### **Papers**

Each of you will write papers on two of our non-text readings. You may choose whichever ones you want. Papers will be due one week after we finish discussion of the book. I will hand out guidelines for the paper on the day of the discussion.

**Exams** There will be two exams, a mid-term and a non-cumulative final. These will be mostly essays, with a few short identification questions as well.

**Quizzes** Anything else you do for this class is part of your quiz grade. This includes the map tests, in-class writing assignments and quizzes, and the various small writing assignments you may be asked to do.

**Source analysis** Each of you will write one source analysis paper on one of the source readings on the web page. Guidelines for this are [here](#). You may choose whichever document you want during the course of the semester, but the write-ups are due the Monday of the week after we discuss them. This will be part of your quiz grade. If you wish you can write more than one and keep the high grade.

#### **V. Grading Scale**

900-1000 pts A

800-899 pts B

700-799 pts C

600-699 pts D

599 or less pts F

#### **VI. Undergraduate Course Attendance Policy**

The IUP Attendance policy, as outlined in the undergraduate catalogue, will be followed.

#### **VII. Required Textbook**

Holcombe, Charles. *A History of East Asia: From the Origins of Civilization to the Twenty-First Century*. Cambridge University Press, 2010.

#### **Non-textbook reading**

Ishikawa, Tatsuzo. *Soldiers Alive*. Translated by Zeljko Cipris. University of Hawaii Press, 2003.  
Sei Shonagon, *The Pillow Book*. Translated by Meredith McKinney. Revised. Penguin Classics, 2007.  
Shen Fu. *Six Records of a Floating Life*. Penguin Classics. 1996.  
Watson, Burton. *Zhuangzi: Basic Writings*. Columbia University Press, 2003.

### **VIII. Special Resource Requirements**

None

### **IX. Bibliography**

Adolphson, Mikael S. *The Gates of Power: Monks, Courtiers, and Warriors in Premodern Japan*. University of Hawaii Press, 2000.  
Brooks, E. Bruce, and A. Taeko Brooks. *The Original Analects*. Columbia University Press, 2001.  
Dutton, George. *The Tay So'n Uprising: Society And Rebellion in Eighteenth-century Vietnam*. Univ of Hawaii Pr, 2006.  
Farrer, James. *Opening Up: Youth Sex Culture and Market Reform in Shanghai*. 1st ed. University of Chicago Press, 2002.  
Gernet, Jacques. *Buddhism in Chinese Society*. Translated by Franciscus Verellen. Columbia University Press, 1998.  
Graham, A. C. *Disputers of the Tao: Philosophical Argument in Ancient China*. Open Court, 1989.  
Ko, Dorothy, JaHyun Kim Haboush, and Joan R. Piggott, eds. *Women and Confucian Cultures*. 1st ed. University of California Press, 2003.  
Lean, Eugenia. *Public Passions: The Trial of Shi Jianqiao and the Rise of Popular Sympathy in Republican China*. 1st ed. University of California Press, 2007.  
Maruyama Masao *Studies in the Intellectual History of Tokugawa Japan* Princeton, Princeton University Press, 1974  
Perry, Elizabeth J. *Anyuan: Mining China's Revolutionary Tradition*. 1st ed. University of California Press, 2012.  
Tansman, Alan, ed. *The Culture of Japanese Fascism*. Duke University Press, 2009.

### **Part II.**

#### **2. Summary of the proposed revisions.**

1. Objectives – the course objectives were revised from the original syllabus of record and aligned with the Expected Undergraduate Student Learning Outcomes (EUSLO) and Common Learning Objectives
2. Updated textbook to a more recent book
3. Updated bibliography.



## **Part II.**

### **3. Justification/Rationale for the revision.**

The course is a currently approved Liberal Studies Elective and Non-Western Course. The revisions will allow it to remain as a LS Elective and qualify as Global and Multi-Cultural.

#### **Global and Multicultural justification**

The course deals entirely with groups that are non-dominant in the U.S. (the 'Chinese') and in part with groups that are minorities or non-dominant within Asia (Manchus, women, peasants and the working class.) Students will examine the ways Asian societies have established systems of values, norms, and ideals. This is present in all parts of the course, but particularly notable in Shen Fu, which its discussions of Confucian values, Kang, with its discussion of colonialism, and Zhuangzi, one of the key philosophical texts of the Chinese tradition. The course goes beyond the mere description of a culture, looking at various dimensions of the cultural milieu including philosophy (Zhuangzi) literature (Shen Fu) and economics (Cook and Cook). The course includes content that enables students to gain knowledge of the past (throughout) and present, as it is impossible to understand contemporary East Asia without an understanding of its past. Cho in particular focuses on contemporary issues. The course includes content that enables students to gain knowledge about interrelations among communities (Ishikawa and *Secret History of the Mongols*). The course promotes a better understanding of other cultures by providing course content that emphasizes cross-cultural awareness and deepens students' understanding of East Asian cultures.

#### **LS elective justification**

The course addresses critical-thinking and scholarly discourse. Shen Fu and the selections from *Scholars* are particularly. There is content that addresses the contributions of racial minorities and of women, most notably Sei Shonagon and *Secret History of the Mongols*. The course extends beyond core concepts. Gao Yuan, the introduction to *Soldiers Alive* and the Li Si biography and the *Throwing off Asia* website in particular are sophisticated discussions of important issues.

#### **Liberal Studies Elective Competencies**

The course meets the Information Literacy standards. Students will use and analyze information from a variety of sources, including philosophical works (Confucius), belles-lettres (Sei Shonagon) literature (*Water Margin*) and web pages (Canton Trade System.) -The course will include discussions on plagiarism and the legal and ethical use of information. Shen Fu, Sei Shonagon, and Ishikawa all include information on the ethical use of information in Asian societies.

## Liberal Studies Course Approval General Information

1. This is not a multiple instructor or multiple section course.
2. Although the readings for the course will vary from semester to semester the current version is typical in that includes two works that deal extensively with the role of women. (Shen Fu and Sei Shonagon) The course also includes readings on the relationship between ethnic majorities and minorities. (*Secret History of the Mongols, Throwing off Asia, Under the Black Umbrella*)
3. Although the readings for the course will vary from semester to semester the current version is typical in that includes four non-textbook works of fiction or non-fiction

Ishikawa, Tatsuzo. *Soldiers Alive*. Translated by Zeljko Cipris. University of Hawaii Press, 2003.  
Sei Shonagon, *The Pillow Book*. Translated by Meredith McKinney. Revised. Penguin Classics, 2007.

Shen Fu. *Six Records of a Floating Life*. Penguin Classics. 1996.

Watson, Burton. *Zhuangzi: Basic Writings*. Columbia University Press, 2003.

4. Although this course will enroll both majors and non-majors it does not assume any knowledge of East Asian history or of historical method.

## Sample Assignment

### HIST 206 Paper Assignment *Pillow Book*

Please write a brief (5-7) page paper answering one of these questions. You may come up with your own question if you wish, but if so please talk to me before you start writing. All papers are due one week after our class discussion. Revisions will be due one week after the first version is turned back.

- Sei Shonagon seems to be very concerned with “things and people, charming and splendid”. What does this mean to her, and why does it matter so much?
  - What role does art, (especially poetry) play in her life and the lives of Heian aristocrats?
  - What role do gender and the relationships between men and women play in this book?
  - How does one gain (or lose) rank and status in this society?
  - How does the political system of Heian Japan work, from what you can see in this book?
  - What role do “China” and foreign culture more generally play in this society?
- Your paper should have a title
- Your paper should have a thesis, which you should underline.
- You should support your points with evidence from the book. Page numbers in parenthesis are fine for this.
- Although you don't have to do outside research for this paper it would certainly help if you did. Everything you get from an outside source must be properly cited.
- Remember that organization is important. You need to think about how the evidence you are using is proving your points. Your grade will be based on how good your thesis is and your ability to develop your thesis in a well-organized, well supported essay.

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Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

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UWUCC USE Only  
Number: 01-40f  
Submission Date: \_\_\_\_\_  
Action-Date: UWUCC App 4/9/02

Senate App 5/7/02

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Alan Baumler Phone 7-2573

Department History

**PROPOSAL TYPE (Check All Appropriate Lines)**

       COURSE

Suggested 20 character title

       New Course\*

Course Number and Full Title

       Course Revision

Course Number and Full Title

Liberal Studies Approval+  
for new or existing course

HIST 206 History of East Asia  
Course Number and Full Title

       Course Deletion

Course Number and Full Title

Number and/or Title Change

HIST 335 History of East Asia  
Old Number and/or Full Old Title

HIST 206 History of East Asia  
New Number and/or Full New Title

       Course or Catalog Description Change

Course Number and Full Title

       PROGRAM:

       Major

       Minor

       Track

       New Program\*

Program Name

       Program Revision\*

Program Name

       Program Deletion\*

Program Name

       Title Change

Old Program Name

New Program Name

**III. Approvals (signatures and date)**

Chris Mason 9/27/01  
Department Curriculum Committee

Monty Seal 10/3/01  
Department Chair

Philip D. Nunn 10-17-01  
College Curriculum Committee

Bob [Signature] 10/17/2001  
College Dean

[Signature] 2-21-02  
\* Director of Liberal Studies (where applicable)

\*Provost (where applicable)

## Course proposal History of East Asia

### I. Catalog Description

Hist 206 History of East Asia

3c-01-3sh

Prerequisites: none

History of China and Japan from ancient times, Buddhism, medieval Japan, Chinese communism, industrialization. Some consideration of peripheral Asia from 1500.

### II. Course Objectives

1. Students will be introduced to the major themes of East Asian history.
2. Students will be introduced to the major historiographical themes in the study of East Asian history and reach the point where they are able to engage critically with both the sources and the secondary literature.
3. Students will learn to work with and analyze primary and secondary historical sources
4. Students will understand the complex relationships between the dominant groups in East Asian society and non-dominant groups including ethnic minorities, women, and peasants.

### III. Course outline

Total of 41 hours of classroom instruction, 1 hour for mid-term exam, 2 hour final exam

#### A. Early China: Millet, oracle bones, and crossbows 3 hours

Geography of China, Shang government and religion and the origins of a "Chinese" state. The rise of the centralized state and the experts.

- Was the Shang a state or a family?
- How important was the Zhou conquest? How much changed because of it?
- How were the Warring States different from the political order of the Shang and early Zhou?
- Who are the *shi* at this point, and how does their status change during this period?

#### B. The 100 schools: Heaven, man, and the good life 3 hours

Chinese philosophy of the classical age. Self-cultivation, social order and cosmic harmony. Forms of debate and sources of ideas.

- What are the main ideas of the major schools of classical philosophy? What is a school of philosophy at this point?
- Your text stresses the differences between the main schools of classical philosophy. To what extent were they similar? Is it even appropriate to divide these thinkers into separate schools?
- Why is Xunzi a Confucian?
- Why is ritual so important to the Confucians?

#### C. The first emperors: Qin and Han 3 hours

Legalism and the Qin unification. The Emperor system of the Qin and Han, and its ideological justification. Barbarians, peasant rebels, sex, drugs and dynastic decline.

- How did Han thinkers, especially Dong Zhongshu, synthesize the ideas of the classical period?
- To what extent did the Han abandon the Qin system, and to what extent was it just a copy of Qin?
- What is the tribute system? Why is the Great Wall a myth?
- Why did the Han collapse? Who are the *shi* at this point, and what do they have to do with this?

#### **D. Buddhism and the Buddhist world: The Buddha, the dharma and the sangha 3 hours**

Fundamentals of Buddhism. Buddhism in China. The age of division and China's relations with the outside world.

- How did Buddhism conquer China? What compromises did Buddhists have to make?
- What role did Buddhism play in transforming Chinese life and thought during the Age of Disunity and after?
- What does it mean to call China part of a Buddhist world? What roles did China play in that world?

#### **E. The East Asian world: Annam, Silla, and Yamato 3 hours**

Spreading versions of the Chinese system, politically, socially and culturally. Uji, Emperors and bone ranks.

- How would you compare the adaptation of Chinese models in Vietnam and Korea?
- How did the Chinese system of government change after it was borrowed by the Japanese? Why did the Japanese make these changes?
- What role did Chinese culture and Buddhism play in Japan?
- How did Prince Shotoku change Japanese politics and elite society?

#### **F. Japan Heian to Kamakura: poets and samurai 3 hours**

The Heian court and the sources of its authority. Japanese culture and the rise of the *bushi*.

- What were the sources of the Japanese emperor's power? How was he like and unlike Chinese emperors?
- Why did Minamoto no Yoritomo become Shogun? Was he a warrior or an aristocrat?
- What role did "culture" play at court, and what does that term mean?
- Why did the Japanese court begin losing power to provincial military leaders? Why did it take so long for the court to lose power entirely?

#### **G. Tang and Song 3 hours**

Re-unification and a new imperial system. The Glory of the Tang. Revolutionary changes in the society and economy. The beginning of the Late Imperial period.

- It was entirely possible that China would not be re-unified after the Age of Disunity. How did the Sui and Tang change this?
- What is the Tang-Song transition? How were these changes related to each other?
- Who are the *shi* at this point, and what are they up to?

#### **H. Early Modern East Asia: Qing and Tokugawa 4 hours**

Economic development and social chaos. Tokugawa "centralized feudalism" and Qing imperium. Growth, control, and tension.

- Why is it appropriate to call the Qing and the Tokugawa Early Modern states? Early Modern societies?
- Today we would call this a period of progress. What do we mean by that? What did Chinese and Japanese elites think of this period?

#### **I. Westerners and opium 3 hours**

Opium, the European commercial empires and the Opium Wars. Colonial and semi-colonial Asia. Self Strengthening.

- What did foreigners want from China in the 19th century? Why were they more successful in getting it than they had been before? Why were they disappointed in what they got?
- Which was a bigger problem for the Qing dynasty, the Opium Wars or the Taiping Rebellion?
- What was Self Strengthening, and why did it fail?
- What is a treaty port? Why do they matter?

#### **J. Japan from Meiji to Marco Polo bridge 3 hours**

Restoration or revolution? Reasons for Japan's political success. The economic and social transformation of Japan. Militarism and the road to the Pacific War.

- Were the events of 1868 a restoration or a Revolution?
- How were the Genro able to establish a stable political system in the Meiji period? Who threatened this system?
- Why was Japan able to industrialize in the Meiji period?
- Why did Japan attack Pearl Harbor?

#### **K. China's Revolutions 4 hours**

1911 and May 4th. The Revolutionary solution. The KMT and CCP as brother parties. Maoism from Jiangxi to Peru.

- How did the revolutionaries of 1911 and 1919 try to fix China's predicament? What did they think the main problem was?
- Why are the CCP and the KMT brother parties? Why did they come to be the only options for China?
- Why is Maoism considered a significant branch of Marxism? What is Maoism?

#### **L. MITI and a new Asia 3 hours**

The aftermath of war. Export-led growth in postwar Japan. Rise of the Pacific Rim or the Confucian world.

- What is export-led growth and what did it do for Japan? The Japanese people?
- What is the difference between the Pacific Rim and the Confucian world?

#### **M. China leaps around: from Jiang Qing to the Beijing Olympics 3 hours**

Great Leap and Cultural Revolution. Reform and China's place in the world.

- How secure was the CCP's hold on power in 1949? How did the Communists secure their position?
- What were the Great Leap and the CR supposed to do? How do they fit into Maoism?
- Were Deng Xiaoping's reforms a success? How is success defined in this case?

#### **IV. Evaluation Methods**

The final grade for the course will be determined as follows:

Quizzes and other assignments 15%

Students will get quiz points for in-class work and also for reaction papers on individual readings or movies.

Book Review on Kuhn 20%

Book Review on a book chosen by the student 20%

Mid-term 20%

Short answer and essay

Final Exam 20%

Short answer and essay

**Attendance policy:** Students are expected to attend class, but are also assumed to be adults. Thus attendance will not be taken, and there will be no punishment for not attending class beyond the lower grades on exams that inevitably result from not attending class. Students with an excused absence can request make-up exams or turn in assignments late. Other late assignments will be graded down one mark a day (A+ becomes an A, etc.)

#### **V. Required textbooks, supplemental books and readings**

Rhoads Murphey *East Asia A New History 2d ed.* Longman, 2001.

Philip Kuhn, *Soulstealers: The Chinese Sorcery Scare of 1768.* Harvard, 1990

Bannana Yoshimoto, *Kitchen* Washington Square, 1994 Megan Backus trans.

#### **VI. Special resource requirements**

none





## **Part II. Description of Curriculum Change**

### **1. Catalogue description**

#### **HIST 206 History of East Asia**

**3c-01-3sh**

**History of China and Japan from ancient times, Buddhism, medieval Japan, Chinese Communism, industrialization. Some consideration of peripheral Asia from 1500.**

### **2. Description of proposed change**

**The proposed change is to re-number the old HIST 335 as 206**

#### **Old catalogue description**

#### **HIST 335 History of East Asia**

**3c-01-3sh**

**History of China and Japan from ancient times, Buddhism, medieval Japan, Chinese Communism, industrialization. Some consideration of peripheral Asia from 1500.**

### **3. Rationale**

**The course as it is described and has always been taught is a survey class which fits much better with the department's 200-level surveys than as a 300.**

**Liberal studies IV**

- A. This course will be taught in a single section by a single instructor.**
- B. The course will deal with ethnic and racial minorities at several points. The Qing dynasty was controlled by an ethnic minority, the Manchus, and we will look at both the creation of Manchu identity and the multi-ethnic nature of the Manchu empire. At the end of the Qing creating a unified Chinese ethnic identity becomes an important theme. Cohen's book deals with this at some length, as do some of the readings in Baumler. We will also look at the Communists' attempts to privilege class identities over racial and ethnic ones, (the theme of Yang and Wang's books) and the problems this has created.**  
Women's liberation was vital to all 20<sup>th</sup>-century Chinese reformers, and while we will discuss how oversimplified their views of traditional women were, we will use the experience of women to understand China's revolutions. Each student will write and present on one of the narratives in Wang Zheng's book. Rae Yang's book also deals with gender issues.
- C. Students will read Cohen, Yang, and at least one section from the Wang book.**
- D. It is assumed that this course will draw Asian Studies minors with little familiarity with historical method, as well as other non-majors. Almost all students will have had HI 195. The course will introduce students to the distinction between primary and secondary sources and train them in the use of both. Each student will work with historical monographs and learn how to critique author's use of historical evidence through their book reviews. In-class discussions of short primary sources will introduce students to their use.**

**LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST**

I. Please indicate the LS category(ies) for which you are applying:

**LEARNING SKILLS:**

First Composition Course                       Second Composition Course  
 Mathematics

**KNOWLEDGE AREAS:**

Humanities: History                                       Fine Arts  
 Humanities: Philos/Rel Studies                       Social Sciences  
 Humanities: Literature                                       Non-Western Cultures  
 Natural Sci: Laboratory                                       Health & Wellness  
 Natural Sci: Non-laboratory                                       Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim    Sec    Incid    N/A

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- A. Intellectual Skills and Modes of Thinking:
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
  2. Literacy--writing, reading, speaking, listening.
  3. Understanding numerical data.
  4. Historical consciousness.
  5. Scientific Inquiry.
  6. Values (Ethical mode of thinking or application of ethical perception).
  7. Aesthetic mode of thinking.

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

C. Understanding the Physical Nature of Human Beings

- D. Collateral Skills:
1. Use of the library.
  2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

# CHECK LIST -- LIBERAL STUDIES ELECTIVES

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## Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

## Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

# CHECK LIST -- NON-WESTERN CULTURES

## Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

## Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

## Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

**These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.**

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies—anthropological, geographical, historical, sociological, and so forth—may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.