

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2020
Discipline:	History
Course Number and Title:	HIST 456 East Asia in the Age of Empire, 1800-Present
Division:	Upper
Faculty Name:	Jim Huffman
Semester Credit Hours:	3

Class Meetings: B day, 1110-1230, Lastinger Union Port Aft

Office Hours: A-odd days 1535-1630; B-even 1315-1410. Place TBA

Prerequisites: The standard CSU prerequisites – three (3) history credits and no fewer than 45 total credits – have been waived by the instructor.

COURSE DESCRIPTION

East Asia's major nations changed dramatically—and in different ways—during the colonial era. China entered the period as one of the world's most advanced nations but ended it in humiliating decline. Japan, a “closed country” at the outset, became a colony-holding world power. Korea was a colony or semi-colony until the 1950s, first at the hands of China, then under Japan. This course will look not only at how each country responded to imperialism but at how it developed domestically. It also will examine briefly the impact of empire on countries bordering East Asia: Vietnam, Malaysia, and India.

Our goal will be to learn the facts of what happened and, even more important, to work on our analytical skills: to attempt to understand how the East Asian experience fit in the era's complex international framework. We also will examine the impact of imperialism on recent decades. During our stay in Japan and China, we will look for continuing signs of the influence of empire, asking whether imperialism exists today in a different guise. Classes will include a mixture of lectures and discussions, with readings focused on both commoners and elites. Requirements will include writing, discussion, and tests.

LEARNING OBJECTIVES

- To learn the factual contours of East Asia's historical development.
- To develop the skill of interpreting and analyzing the past, learning to use evidence carefully and to think critically about what the “facts” of history mean.
- To come to grips with the relationships between and among nations, particularly the impact that ideas of empire had on both East Asian nations and Western imperialist powers.
- To learn to communicate effectively, both orally and in writing.

REQUIRED TEXTBOOKS

AUTHOR: Patricia Ebrey and Anne Walthall
TITLE: Modern East Asia from 1600: A Cultural, Social, and Political History
PUBLISHER: Cengage Learning
ISBN: 10 1-133-60647-4
DATE/EDITION: 2014, 3rd edn

AUTHOR: Richard E. Kim
TITLE: Lost Names: Scenes from a Korean Boyhood
PUBLISHER: University of California Press
ISBN: 978-0-520-26812-8
DATE/EDITION: 1998. Paperback

AUTHOR: Pa Chin
TITLE: Family
PUBLISHER: Waveland Press
ISBN: 0-88133-373-5
DATE/EDITION: 1989. Paperback

TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico — January 5

Note: E = electronic holdings; R = reserve holdings; E-W = Ebrey/Walthall

B1—January 7: Course Introduction

Guiding Question: What will we attempt to accomplish and how will we proceed?

B2—January 9: East Asia Across the Centuries: A Coherent Region?

Question: What things tie traditional China, Japan, and Korea together—and what things make each of them distinct?

Marks, “Rise of the West?” 1-18 (R, E), *quiz*

B3—January 11: East Asia and the World in 1800

Question: What was the relationship between East Asia’s key nations and the Western world at the start of the 19th century?

Marks. “Starting with China,” 41-66 (R, E)

Honolulu, Hawaii, USA — January 12

Reflection and Study Day—January 13 (no class)

B4—January 15: The Patterns of Empire

Question: How does one define imperialism and what are its forms?

Osterhammel, *Colonialism* (E), 3-12; Monbiot, *Slavemasters* (E); Huffman,

Introduction, 1-4 (R)

International Date Line Crossing – January 16 (Lost Day)

Japan and Empire

B5—January 18: Japan: Opened by the West

Question: What lay behind the American decision to force Japan to open its doors—and why did Japan respond as it did?

E-W, 333-346

Study Day – January 19 (No Class)

B6—January 21: Japan Transformed, The Late 19th Century

Question: What forces propelled Japan toward modernity and power in the late 1800s?

E-W, 347-362

B7—January 23: Discussion: Commoners and Elites in Meiji Japan

Question: What was the impact of national transformation on the “people”?

Duus, “Report of Iwakura Mission,” 168-179 (E); Huffman, “Poverty,” 25-30 (E)

Kobe, Japan – January 24-28

January 24: Field trip

B8—January 30: Japan’s Outward Turn

Question: How did the determination to be a world power change the nature of Japan’s move to modernity?

E-W, 381-399

field study due

Shanghai, China – January 31 – February 5

B9—February 7: Aggressive Japan

Question: What was the connection between Japan’s response to Western empires and its move toward militarism?

E-W, 456-471

term quiz

Empire in the Asian Countries we Visit

B10—February 9: Vietnam: Buffeted by China and France

Question: How did the imperialistic moves of China and France shape Vietnam’s national consciousness?

Gluckstein, “Anti-Imperialist Breakthrough,” 193-206 (E)

Ho Chi Minh City – February 10-15

Community Programming – February 17 (No Class)

B11—February 18: Malaysia and the British

Question: What impact did Great Britain's imperialistic moves have on Malaysia's development as a nation?

Sidhu, "Chinese Dominance," 17-23 (E)

Kuala Lumpur, Malaysia — February 19-24

B12—February 26: India: the "Crown Jewel"

Question: How and why was India treated differently from other British colonies—and what was the impact of that?

Gandhi, "Gandhi and Lincoln," 1-19 (E)

Korea and Empire

B13—February 28: Korea: Buffeted by China and Japan

Question: What was the result, for Korea's pre-20th century development, of being the "land between" in East Asia?

E-W 400-414; Kim, *Lost Names*, 1-115

term quiz

Cochin, India — February 29 – March 5

Community Programming — March 7 (No Class)

B14—March 8: Discussion: The Psychological Effects of Being a Colony

Question: What were the most important costs, for Korea, of being a colony? Were there any benefits?

Kim, *Lost Names*, 116-198

short theme-paper

China and Empire

B15—March 10: China: Under Attack

Question: Why did China's responses to imperialism differ so much from those of Japan?

E-W 314-332

Port Louis, Mauritius — March 11

B16—March 13: Group Presentation: Empire's Legacy in Vietnam, Malaysia, and India

Question: What evidence did you see on the ground of empire's lingering influence?

B17—March 15: Reform and the Collapse of the Qing

Question: What were the main ideas for strengthening China in the late 1800s, and why did they fail?

E-W 415-429

presentation paper

B18—March 18: Revolution

Question: What forms did revolution take in China between 1911 and 1936?
Pa Chin, *Family*, 1-165

Cape Town, South Africa – March 18-23

B19—March 25: Discussion: Torn Between Tradition and Modernity
Question: What was the impact of Westernization and modernity on traditional Chinese families?
Pa Chin, *Family*, 165-329 *short theme-paper*

Study Day – March 26 (No Class)

B20—March 28: China: World War II in East Asia
Question: What impact did Japan's Pacific War have on China, on Korea, on Japan itself?
E-W, 430-455

Takoradi, Ghana – March 30- April 1
Tema, Ghana – April 2-3

B21—April 4: Communism Triumphant
Question: Was the triumph of Communism made possible by the age of empire—and was it beneficial for China?
E-W, 472-484 *term quiz*

B22—April 6: Group Presentation: Empire's Legacy in Africa *independent field study**
Question: What evidence did you see on the ground of empire's lingering influence?
*presenters may have until Day 24 to turn in their independent field study.

Empire's Legacies in East Asia

B23—April 8: East Asia After Empire
Question: What are the key forces that have shaped China, Korea, and Japan since 1945?
Patnaik, "What Happened to Imperialism?" 73-76 (E) *presentation paper*

B24—April 10: Discussion: Does Imperialism Still Exist?
Johnson, "Consequences," 216-229 (E)

Casablanca, Morocco – April 11-14

Study Day – April 15 (No Class)

B25—April 17: Final Exam

Arrive Amsterdam, The Netherlands – April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course is **Friday, 24 January 2020** in Kobe, Japan.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Title: Militarism in Japan: Two Eras

Description: To consider the differences in the role the military played in Japan—on the eve of empire and at the conclusion of the age of empire, with visits to Himeji Castle (about 35 miles from Kobe station) and the Osaka Peace Center, which has exhibits on the impact of World War II on Osaka. The day may conclude with a talk by a scholar of Japan's mid-nineteenth century, when the country was beginning its serious engagement with the world of empires.

Learning Objectives:

- To observe the role military castles played as domestic administrative centers just before the age of empire
- To observe the culmination of Japan's engagement with empire in the wartime devastation of the 1940s
- To reflect on both the differences and the reasons for the differences

Field Class Assignment: Write a 1,000-word reflection, divided into two parts. The first section should be descriptive and comparative, showing what you saw (and heard) and explaining how the two sites differed in nature. The second half should analyze those differences, along with any similarities, explaining what influence Japan's experience with empire/imperialism had on the differing types of militarism; it should incorporate thoughts from the talk, as well as from what we have learned in class. Feel free to include photos, as long as they are integrated into the written reflection. The assignment will be due on Moodle on Day 8.

Independent Field Assignment: Your independent field assignment will be a reflection on the impact of imperialism on at least four of the non-East Asian countries we visit (i.e., Vietnam, Malaysia, India, Mauritius, South Africa, Ghana). In preparing the reflection, you should be on the lookout in each country for evidence of the influences colonialism and empire had on that country—on its architecture, its laws, its food, its language, its culture, its art, its housing patterns, its . . . In addition to merely looking, you should try to talk to people about the

colonial legacy. And you may want to choose excursions that focus on this topic: the War Memorial Museum in Vietnam, one of the cathedrals in Cochin, a slave “castle” in Ghana.

Your observations will be reported in journal form, with 250-300 words for each of the four countries, or, if you prefer, you might choose a specific theme as it shows up in at least four countries and write a single essay of 1,000 to 1,200 words on that. Photos also are welcome, if they directly illustrate the points you are discussing. The journal will be turned in on Moodle on Day 22.

METHODS OF EVALUATION

In keeping with the Student Conduct Code (below), each assignment that you turn in should include the signed Honor Code statement, “I have not given, received, or used any unauthorized assistance.”

4 Quizzes	40 (10 each)	(8%)
These will be over either readings or identification terms suggested by the professor.		
2 Short theme-papers	60 (40 each)	(12%)
Each paper (maximum of 250 words) should identify one theme in the book and show, with multiple short quotes, how that theme shows up throughout the work.		
Field class	100	(20%)
Note that the <u>failure to participate in the field class will take a full 20% off your grade.</u>		
Independent field study	100	(20%)
Presentation/paper	75	(15%)
The class will be divided into at least four groups, each of which will do a 30-minute in-class presentation on what they discovered in their assigned countries that relates to the nature and impact of empire or colonialism. It is important to examine the positive as well as the negative (and neutral) legacies of the colonial era. The presentations will be evaluated on both their content and their success in engaging the rest of the class. A 750-word essay on your portion of the presentation will be due on Moodle on the class day after the presentation.		
Final exam	75	(15%)
Participation	50	(10%)
Attendance	Each unexcused absence over 2 absences of any kind will result in a one percent deduction in your final average.	

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative

commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Robert B. Marks
TITLE: The Origins of the Modern World
PUBLISHER: Rowman & Littlefield
ISBN: 978-1-4422-1240-4
DATE/EDITION: 2015, third edition, paperback

AUTHOR: James L. Huffman
TITLE: Japan and Imperialism, 1853-1945
PUBLISHER: Association for Asian Studies
ISBN: 978-0-924304-82-8
DATE/EDITION: 2017, second edition

AUTHOR: Chalmers Johnson
TITLE: Blowback: The Costs and Consequences of American Empire
PUBLISHER: Metropolitan Books
ISBN: 0-8050-6238-6
DATE/EDITION: 2000

FILMS

None

ELECTRONIC COURSE MATERIALS

AUTHOR: Robert B. Marks
CHAPTER TITLE: Introduction: The Rise of the West?
BOOK TITLE: The Origins of the Modern World
VOLUME: 3rd edition
DATE: 2015
PAGES: 1-18

AUTHOR: Robert B. Marks
CHAPTER TITLE: “Starting With China”
BOOK TITLE: The Origins of the Modern World
VOLUME: 3rd edition

DATE: 2015
PAGES: 41-66

AUTHOR: Jurgen Osterhammel
ARTICLE/CHAPTER TITLE: "Colonization" and "Colonies"
BOOK TITLE: Colonialism: A Theoretical Overview
VOLUME: 2nd edn.
DATE: 2005
PAGES: 3-12

AUTHOR: George Monbiot
ARTICLE TITLE: Slavemasters
JOURNAL TITLE: *The Guardian*
VOLUME:
DATE: November 21, 2018
PAGES: <https://www.monbiot.com/2018/11/23/slavemasters/>

AUTHOR: Peter Duus
ARTICLE/CHAPTER TITLE: 35. Kume Kunitake, Report of the Iwakura Mission, 1878
BOOK TITLE: The Japanese Discovery of America: A Brief History with Documents
VOLUME:
DATE: 1997
PAGES: 168-179

AUTHOR: James L. Huffman
ARTICLE/CHAPTER TITLE: Poverty in Late Meiji Japan: It Mattered Where You Lived
JOURNAL TITLE: *Education About Asia*
VOLUME: 23, no. 2
DATE: Fall 2018
PAGES: 25-30

AUTHOR: Danny Gluckstein
ARTICLE/CHAPTER TITLE: Vietnam—Anti-Imperialist Breakthrough
BOOK TITLE: *A People's History of the Second World War*
VOLUME:
DATE: 2012
PAGES: 193-206

AUTHOR: M. S. Sidhu
ARTICLE/CHAPTER TITLE: Chinese Dominance of West Malaysian Towns, 1921-1970
JOURNAL TITLE: *Geography*
VOLUME: 61, no. 1
DATE: January 1976
PAGES: 17-23

AUTHOR: Rajmohan Gandhi
ARTICLE/CHAPTER TITLE: Gandhi and Lincoln

JOURNAL TITLE: *India International Centre Quarterly*
VOLUME: 36, no. 2
DATE: Autumn 2009
PAGES: 1-19

AUTHOR: Prabhat Patnaik
ARTICLE/CHAPTER TITLE: Whatever Has Happened to Imperialism?
JOURNAL TITLE: *Social Scientist*
VOLUME: 18, no. 6/7
DATE: June/July 1990
PAGES: 73-76

AUTHOR: Chalmers Johnson
ARTICLE/CHAPTER TITLE: The Consequences of Empire
BOOK TITLE: *Blowback: The Costs and Consequences of American Empire*
VOLUME:
DATE: 2000
PAGES: 216-229

ADDITIONAL RESOURCES

None