

Eastern Civilizations: Modern China and Japan

Winter 2004

HIS - 270 Monday 6:40 - 9:10 p.m. Chemistry 209

Matthew L. Daley, e-mail - daleyml@udmercy.edu

Office Hours: Monday 4 -6:30 p.m. and by appointment
McNichols Library - 3rd floor

Office Phone: 313-993-3265

Textbooks: Available at all bookstores - **and all are required**- I recommend used copies

Jonathan D. Spence. *The Search for Modern China*. New York: W.W. Norton, 1990.
In multiple editions - any will suffice.

Pei-Kai Cheng, Michael Lestz, and Jonathan D. Spence. *The Search for Modern China: A Documentary Collection*.
New York: W.W. Norton, 1999.

Andrew Gordon. *A Modern History of Japan: From Tokugawa Times to the Present*.
New York: Oxford University Press, 2003.

David J. Lu. *Japan: A Documentary History, The Late Tokugawa Period to the Present*, Vol. 2.
Armonk, NY: M.E. Sharpe, 1997.

Articles/Primary Documents: There will be some additional materials distributed during the semester.

Course Explanation - Course Goals

This course cannot hope to cover all Eastern Civilizations, just as a course in "Western Civ." will not examine all of the West. Specifically, the class will examine modern China and Japan, the two major world powers in the region (18th century to the present). Those expecting to find a wealth of information on Korea, Vietnam, Indonesia, etc. will not, unfortunately, find them except in terms of their relationship with the aforementioned two nations.

This course is designed to teach three kinds of thinking, all related to history, important for your life and work. At least that is the conviction at work in my mind as I designed the course and you should know why I will be structuring things this semester. The three kinds of thinking are:

- learning to think critically and with historical sophistication
- learning a frame of reference, about China and Japan, their relation to themselves and
- learning to write better

Many classes based on a "discussion" model have you read a book and then attempt to look inside the "black box" of the author's narrative to further your understanding of the materials. While this approach proves fruitful at times, it can also leave you, the student, feeling a lack of agency to criticize an author of some repute (i.e. "He/She wrote the book, shouldn't we just accept it?") Thus, in this class, the order of things will be reversed. Instead of reading and then deconstructing a work, we will begin by building an historical narrative of our own, and then comparing our conclusions with those of the author and then taking their work apart to see how it works. This course will operate to help you not only learn a frame of reference and to use historical method, but also to work through the process of writing history. Every society "writes" its own world view and values in the things it invents and builds and uses to handle its problems and get along in life.

Interpreting Historical Systems

In this course, you will be encouraged to work out your own explanation of the experience of China and Japan during the late nineteenth and twentieth centuries. To perform this task, you must utilize two methods of thinking that go together in order to create a sophisticated historical interpretation:

1. Specific data about a given event, technology, etc.: dates, people, events, design characteristics, etc.
2. Interpretations of data: what does the evidence mean?

Do not leave data or interpretations out of your explanation. Simply throwing out interpretations (about the meaning of some design or event) without thinking about the available evidence is just arm-chair theorizing. To simply list

historical particulars without the hard labor of interpreting what they mean is to push the subject into "factoids" or a list of random names and dates. You will hear of my interpretations and you will read those of other historians, but these are meant as helps and not as substitutes for your own thinking. In the end, your own interpretations of Japan's and China's changing conceptual style that will matter to you.

Historical Thinking

Learning to think historically differs from learning mathematics or a language. A language is an already completed system that confronts you, the learner, as a whole. The "data" and "interpretations" are fixed in advance. To learn it you must submit yourself to that fixed system. The interpretations of historical evidence are not fixed. There are some intelligent interpretations already articulated by historians, but the work of interpretation is never finished. As a result, a better model for the kind of learning in this course is adult interaction with the evidence rather than submission to a fixed system. To that end, we will discuss these types of issues through what I like to call the "historians" toolbox which will discuss as the class proceeds.

Class Participation

Historical learning and interpretation is an acquired ability. Your abilities improve the longer you continue to work with a particular body of evidence or historical question. For that reason, a high value will be placed on your participation in class discussions. When you think you have spotted a flaw in my - or some other historian's - interpretation, risk the argument. Whether you change your mind in the process or I change mine or we continue to disagree, we all learn by the attempt.

Reading Assignments

Starting with the second class session, each class will have a reading assignment attached to it. The textbooks are fairly interesting reads and provide the background material for the lectures. For the most part, my lectures will expand on topics discussed in the text, so they will not, for the most part, be the same thing. Though implied, I must reiterate that you must keep up with the readings. Do not let yourself fall behind either in the readings or the assignments, it makes your success on quizzes and other tasks much more difficult. The readings will constitute the better part of the next two class periods of discussions, I will provide background to situate them in the context of the course.

Weekly quizzes: Every class at the beginning of class, starting January 12, we will have a six question quiz, with short answer questions. These quizzes take the place of a midterm and longer final and deal primarily with the class themes and readings. You are able to drop your lowest quiz. If you miss a quiz, you will receive a "50" for a grade and are required to write a two page summary [typed, double spaced] of the theme covered for the quiz and the reading assignment. Missed quizzes cannot be dropped. If you should miss a quiz it requires a two page summary of the week's theme and reading assignment [typed, double-spaced] turned in to me by the end of the semester. However, except for extraordinary circumstances [extreme illness, etc.], the highest grade possible for a rewrite is a "B", otherwise those who skip class will have an unfair advantage over those who take the regular quiz.

Quizzes are graded as follows:

1 wrong = 89% [B] 2 wrong = 79% [C]
3 wrong = 69 % [D] 4 wrong = 59 % [F - but better than a 50% for missing it]

I always assign a letter grade so you know where you stand beyond the percentages.

Essays

Historians do not merely list "factoids" to each other, in the best works, they attempt to provide analysis and narrative to often scattered and complex materials. I grade predominantly on your ability to analyze and also your skills at written communication. Please note that there is not a midterm or final examination for this class. Instead, the paper and quizzes take their place, which work to your benefit, make sure you avail yourself of this.

Grading Breakdown

Quizzes	70%
Essay	25%
<u>Participation</u>	<u>5%</u>
Total:	100%

My grading system relies on the traditional ten point system with points assigned to each assignment. For the most part, the percentages and letter grades will let you know where you stand in the class.

100-90 = A 89-80 = B 79-70 = C 69-60 = D 59 and below = F

To help you, I always include a letter grade and full comments when grading your work.

Attendance/Business/Class Courtesy Policy

While I dislike having to dictate such matters, this is a recurrent problem.

Absences: If you miss a class session, you are required to submit all assignments [particularly so on quiz days] and to obtain lecture notes from your fellow classmates or the short form on Blackboard. While important situations will arise during the semester, extended absences require an explanation to either myself or the College of Liberal Arts and Education.

- By not filing proper papers to drop the course thereby notifying the instructor and the CLAE will result in your not passing the class, required for graduation or otherwise.

- To remove these, a written assignment is required, the first one requires two pages covering lecture and reading material due by the end of the semester. Each additional absence adds a page, thus a second unexcused absence requires three pages and so on.

- Members of UDM sports teams need to inform me ASAP of all travel dates and to set up alternate arrangements.

- If you require accommodation for a special need, that should be done in writing through the CLAE.

And, of course, everything needs to be in writing!!!!!!!

Courtesy: I encourage an open discussion forum to include all student contributions. As the general rule, I follow common sense and accepted social norms to govern behavior in my classes.

University Policy on Plagiarism & Academic Dishonesty

Note: Faculty have been asked to include the following statement in the syllabus.

Among the most serious academic offenses is plagiarism, submitting the words or style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentences, paragraph or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer's ideas and structure without documentation.

Students are advised to always set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty.

The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course, to dismissal from the University.

University of Detroit Mercy Policy Statement

Course Outline

Week 1 Parameters of Chinese and Japanese Civilization January 5

Readings: No readings assigned.

Week 2 China: Qing Dynasty / Japan: Tokugawa Bakufu January 12

Textbook Readings: Spence - Chp.2 *The Manchu Conquest* excerpt (26-44) / Chp.6 *China and the 18th Century World* (117-136), 37 pages

= **37 total pages**

Document Readings:

Cheng/Letz - Chp.2: 2.1 - Nurhaci's Seven Grievances (21-25)

2.7/2.8 - Two Edicts Concerning the Wearing of Hair Under Manchu Rule (32-34)

2.9 - The Siege of Jiangyin, 1645 (34-39)

2.10 - The Jintan Slave Riots, 1644 (39-44)

Chp.6 - 6.1 - Lord MacCartney's Commission from Henry Dundas, 1792 (92-98)

6.2 - MacCartney's Audience with Qianlong (98-100)

6.3 - MacCartney's Description of China's Government (100-103)

6.4/6.5 - Qianlong's Rejection of MacCartney's Demands: Two Edicts (103-109)

***** No class January 19 - Martin Luther King, Jr. Holiday**

Week 4 The Unprecedented Problem: The Long-Nosed Barbarians January 26

Textbook Readings: Spence - Chp.7 *The First Clash with the West* (143-164), 21 pages

Gordon - Chp.1 *The Tokugawa Polity* (1-19) / Chp.3 *The Intellectual World of the Late Tokugawa* (34-45), 29 pages
= 50 total pages

Document Readings:

Cheng/Lestz - Chp.7: 7.1/7.4 - Memorials, Edicts, and Laws on Opium (110-122)

7.5 - Lord Palmerston's Declaration of War, February 20, 1840 (123-127)

Lu - Chp.10: 7- Ohio Heihachiro's Manifesto, 1837 (280-281)

8 - Tokugawa Nariaki to Bakufu, August 14, 1853 (282-286)

9 - Ii Naosuke to Bakufu, October 1, 1853 (286-288)

10 - The Treaty of Amity and Commerce Between the United States and Japan, 1858 (289-292)

16 - Sakamoto Ryoma's Eight-Point Program, 1867 (301-302)

17 - Letter of Saigo and Okubu on the Imperial Restoration, 1867 (302-303)

Week 5 Attempts at "Self-Strengthening" February 2

Textbook Readings: Spence - Chp.8 *The Crisis Within* (165-193) / Chp.9 *Restoration Through Reform* (194-215), 50 pages

Gordon - Chp.4 *The Overthrow of the Tokugawa* (46-59) / Chp.5 *The Samurai Revolution* (61-76), 28 pages
= 78 total pages

Document Readings:

Cheng/Lestz - Chp.8: 8.1 - Qian Yong on Popular Religion, 1838 (128-132)

8.2 - The Conversion of Liang Fu: Good Works to Exhort the Age, 1832 (132-136)

8.3 - Executions of Taiping Rebels at Canton, 1851 (136-139)

8.4/8.5 - Precepts and Odes Published by Hong Xinquan in 1852 and 1853: "The Ten Commandments" and "The Ode for Youth" (139-146)

8.6 - Zeng Guofan - A Proclamation Against the Bandits of Guangdong and Guangxi, 1854 (146-149)

Chp.9 - 9.1/9.2 - Yung Wing Advises the Taiping and Zeng Guofan (150-154)

9.4 - Zangli Yamen Document on the Unequal Treaties, 1878 (157-159)

9.5 - Zhang Zhideng's Memorial on the Ii Crisis, 1880 (159-163)

9.6/9.7 - The Burlingame Treaty and the United States Exclusion Act (163-166)

9.8 - Chinese Anti-Foreignism, 1892 (166-167)

Lu - Chp.11: 1 - Three Drafts of the Charter Oath, 1868 (307-308)

6 - Replacing Han with Prefectures, letter of Kido Koin, 1871 (313-314)

7 - Opinion on Military Affairs and Conscription, 1872 (315-318)

10 - Okubu Toshimichi's Opinion on Encouragement of Industries, 1874 (321-322)

12 - Emperor Meiji's Letter to President Grant on Iwakura Mission, 1871 (324)

13 - Okubu Toshimichi's Opinion Against Korean Expedition, October, 1873 (325-326)

Week 6 Collapse of the Qing / Rise of Industrial Japan February 9

Textbook Readings: Spence - Chp.10 *New Tensions in the Late Qing* (216-244) / Chp.11 *The End of the Dynasty* (245-268), 51 pages

Gordon - Chp.6 *Participation and Protest* (77-94) / Chp.7 *Social, Economic, and Cultural Transformation* (94-114), 37 pages

= 88 total pages

Document Readings:

Cheng/Lestz - Chp.10: 10.1 - Sun Yat-Sen's Reform Proposal to Li Hongzhang, 1893 (168-172)

10.2 - Li Hongzhang Negotiates with Japan, 1895 (172-177)

10.3 - Sino-Russian Railway Agreements, 1896 (177-181)

10.4 - Zhang Zhidong on the Central Government, 1898 (181-184)

10.5/10.6 - Boxer Memoirs: Oral Accounts of the Boxer Rebellion (184-189)

Chp.11 - 11.1 Wu Tingfang on China's Progress, 1908 (190-194)

11.2 - Feng Yuxiang: From *My Life* (194-197)

11.3 - Zou Rong on Revolution, 1903 (197-202)

11.5 - Press Coverage of the Wuchang Uprising, 1911 (206-209)

11.6 - The Manchu Abdication Edict (209-213)

Lu - Chp.12: 2 - Good-bye Asia (Datsu-a), 1885 (351-353)

4 - Mitsubishi and Japanese Trade, 1876 (356-357)

9 - Against the Wartime Tax, 1904 (371-373)

Week 7 Difficulties of Revolutions and Empires February 16

Textbook Readings: Spence - Chp.12 *The New Republic* (275-299), 24 pages

Gordon - Chp.8 *Empire and Domestic Order* (115-137) / Chp.9 *Economy and Society* (139-160), 43 pages

= 67 total pages

Document Readings:

Cheng/Lestz - Chp.12: 12.1/12.2 - Yuan Shikai -Two Documents (214-216)

12.3 - Japan's 21 demands, 1915 [also in the Lu book of documents]

12.4 - The Restoration of 1917, From Puyi's Memoir (220-226)

12.5-12.7 - Three Soldiers (227-232)

Lu - Chp.13: 1 - On Demonstration, 1914 (377-382)

2 - The Twenty-one Demands Presented by Japan to China, January 18,1915 (383-386)

7 - Sodomei's Declaration at the 1924 Convention (391-392)

8 - Excerpts from Lamentations of Female Factory Workers, 1925 (392-394)

9 - Law Governing Election to the House of Representatives, as Amended, Extending Suffrage, May 5,1925 (395)

10 - Editorial from Asahi Shimbun in Support of Universal Suffrage, March 30,1925 (395-397)

11 - Peace Preservation Law, April 22,1925 (397-398)

12 - Restoring Women's Talents, 1911 (398-399)

16 - On the Phenomenon of Japaneseness, 1917 (406-408)

Week 8 Two Alternatives: Nationalism and Communism February 23

Textbook Readings: Spence - Chp.13 "*A Road is Made*" (300-333) / Chp.14 *The Clash* (334-360), 59 pages

Gordon - Chp.11 *The Depression Crisis and Response* (182-203), 21 pages

= 80 total pages

Document Readings:

Cheng/Lestz - Chp.13: 13.1/13.2 - Qing Female Chastity (233-238)

13.6/13.7 - The North China Famine, 1920-1921 (246-251)

Chp.14: 14.1 - Sun Yat-Sen Opens the Whampoa Academy, 1924 (252-255)

14.2 - A.I. Cherepanov on Life in Whampoa (255-257)

14.3-14.5 - Reactions to the May Thirtieth Incident (257-262)

14.6-14.8 - Purging the CCP: Three Documents (263-266)

Lu - Chp.13: - 15 - Soliloquy in My Prison Cell, 1933 (404-406)

Chp.14: 1 - General Outlines of Measures for the Reconstruction of Japan, 1933 (411-417)

2 - Fundamental Principles of National Policy, 1936 (418-420)

3 - Treaty Concerning Basic Relations between Japan and China, 1940 (420-423)

Spring Break - March 1-7

Week 9 Bid for Influence / The Anti-Japanese War March 8

Textbook Readings: Spence - Chp.16 *The Drift to War* (403-434) / Chp.17 *World War II* (443-483), 71 pages

Gordon - Chp.12 *Japan in Wartime* (204-225), 21 pages

= 100 total pages

Document Readings:

Cheng/Lestz - Chp.16: 16.1 - Communist Survival: The Tale of the Luding Bridge, 1935 (290-294)

16.2-16.4 - Three Accounts of the New Life Movement (294-304)

16.5 - The Students Demonstrate, December 16,1935 (304-309)

Chp.17: 17.1/17.2 - Japan at War (314-319)

17.3 - Chiang Replies, 1938 (319-324)

17.4-17.5 - The Rape of Nanjing (324-333)

17.7 - Liu Shaoqi: How to be a Good Communist, 1939 (333-335)

Lu - Chp.14: 4 - Joint Declaration of the Assembly of Greater East Asiatic Nations, 1943 (423-424)

6 - Imperial Conference, November 5,1941 (425-435)

7 - The Way of Subjects - excerpts, 1941 (435-440)

10 - Cancellation of Draft Deferment for Liberal Arts Students, 1943 (443-445)

11 - Diary of a Student Volunteer for Suicide Missions, 1945 (445-447)

12 - Diary of a Housewife, 1943-1945 (447-449)

13 - Memorial of Prince Konoye Urging Termination of War, 1945 (450-453)

15 - Foreign Minister Togo Shigenori on Japan's Surrender, 1945 (455-456)

16 - Imperial Rescript on Surrender, 1945 (457-458)

Week 10 Rebuilding Inside/Outside and Communist Victory March 15

Textbook Readings: Spence - Chp.18 *The Fall of the Guomindang State* (484-513) / Chp.19 *The Birth of the People's Republic* (514-540), 55 pages

Gordon - Chp.13 *Occupied Japan: New Departures and Durable Structures* (226-243), 17 pages

= 72 total pages

Document Readings:

Cheng/Lestz - Chp.18: 18.2 - General Marshall: The Mediator's View, 1947 (338-342)

18.3 - Chiang Steps Down (342-344)

18.4-18.5 - Mao Takes Charge (344-349)

18.6 - Democratic Dictatorship (350-357)

Chp.19: 19.1 - Treaty with the Soviet Union, February, 1950 (358-360)

19.2 New Laws: Marriage and Divorce, May, 1950 (360-366)

19.3 - Ding Ling's Fiction: The Power of the People (366-373)

19.5 - Chiang Kai-Shek: Back to the Mainland, October 10,1954 (376-380)

Lu - Chp.15: 1 - Initial Post-surrender Policy for Japan, 1945 (461-466)

2 - Emperor Hirohito's Rescript Disavowing His Own Divinity, 1946 (466-467)

3 - Emperor Not Guilty of War Crimes, 1946 (467-469)

4 - Excerpts from the Showa Constitution, 1946 (471-475)

6 - MacArthur on the Japanese Constitution, 1946 (480-482)

10 - Summary of a Report of the U.S. Education Mission, 1946 (488-489)

14 - SCAP Program for Economic Stabilization, 1948 (497-498)

16 - Security Treaty between the United States of America and Japan, 1951 (499-500)

Week 11 Red vs. Expert March 22

Textbook Readings: Spence - Chp.20 *Planning a New Society* (541-573), 32 pages

Gordon - Chp.14 *Economic and Social Transformations* (245-269), 24 pages

= 56 total pages

Document Readings:

Cheng/Lestz - Chp.20: 20.1/20.2 - A-bombs and Paper Tigers (381-389)

20.3 - Lu Dingyi: The Hundred Flowers Campaign, May, 1956 (385-392)

20.5 - Deng Xiaoping: The Anti-Rightist Campaign, September 23,1957 (396-399)

Lu - Chp.16: 3 - Yoshida Shigeru's Reflections on Japanese Politics, 1957 (509-512)

4 - Treaty of Mutual Cooperation and Security, 1960 (513-514)

5 - Formation of the People's Council for Preventing Revision of the Security Treaty, 1959 (514-516)

Week 12 Leaping Forward March 29

Textbook Readings: Spence - Chp.21 *Deepening the Revolution* (574-618) / Chp.22 *Reopening the Doors* (627-652), 69 pages

Gordon - Chp.15 *Political Struggles and Settlements of the High Growth Era* (270-290), 20 pages

= 89 total pages

Document Readings:

Cheng/Lestz - Chp.21: 21.1-21.3 - The Great Leap Forward and the Sino-Soviet Split (400-411)

21.4 - "Decision Approving Comrade Mao Zedong's Proposal to Step Down," December 10,1958 9411-413)

Chp.22: 22.1 - Life and Death of Lei Feng, An Admirable "Fool" (417-421)

22.3-22.5 - The Future Direction of the Cultural Revolution (424-432)

22.6/22.7 - Lin Biao's Fall (432-434)

Lu - Chp.17: 1 - Plan to Double Individual Income, December 27,1960 (527-529)

2 - Background for Income Doubling Plan, November 1,1960 (529-531)

5 - It's all in the Family - Sony's Management Style, 1986 (537-539)

6 - Total Quality Control - A Thought Revolution in Management, 1981 (539-542)

7 - Waste Elimination and Emphasizing Facts in Toyota Production System, 1985 (542-544)

8 - Practicing Improvement after Improvement, 1983,1986 (545-547)

Week 13 Capitalist Uncertainty and Discreet Alternatives to Communism April 5

Textbook Readings: Spence - Chp.23 *Redefining the Revolution* (653-682) / Chp.24 *Levels of Power* (683-711), 57 pages

Gordon - Chp.16 *Global Power in a Polarized World* (291-309), 18 pages

= 75 total pages

Document Readings:

Cheng/Lestz - Chp.23: 23.1/23.2 - Rapprochement with the United States and the International Community (435-442)

Chp.24: 24.1 - Deng Xiaopeng: "Emancipate the Mind, Seek Truth from Facts, and Unite as One in Looking to the Future," December 13, 1978 (337-451)

Lu - Chp.17: 12 - Japan and America: The Major Players in the New Era, 1991 (558-562)

Chp.18: 2 - Freedom through Education Reform, 1993 (569-571)

3 - A Case for Deregulation, 1994 (572-577)

Week 14 Where do we go from here? April 12

Textbook Readings: Spence - Chp.25 *Testing the Limits* (712-747) / Chp.26 *Century's End*

Gordon - Chp.17 *Beyond the Postwar Era* (310-332), 22 pages

= total pages

Document Readings:

Cheng/Lestz - Chp.25: 25.1 - Speech by Han Nianlong, April 26, 1979 (460-464)

25.3/25.4 - Deng Liqian on Propaganda (467-470)

25.5 - Liu Binyan: A Case of Persecution in Xi'an in Disregard of Central Instruction, August 25, 1984 (470-475)

Chp.26: 26.1/26.2 - Demonstration Following the Death of Hu Yaobang (487-492)

26.3 - "Open Declaration of a Hunger Strike," May, 1989 (493-495)

26.4 - Li Ping's Announcement of Martial Law, May 20, 1989 (496-500)

26.5 - Deng Xiaopeng's Explanation of the Crackdown, June 9, 1989 (500-506)

Chp.27: - 27.2 - Wei Jingshang: "The Wolf and the Lamb," November 18, 1993 (512-514)

Lu - Chp.18: 4 - Self-Defence Forces in the Kobe Earthquake, 1995 (578-582)

6 - Joy of Simple Life, 1992 (587-591)

Chp.19: 2 - Kawabata and Oe - From Exoticism to Universality, 1994 (615-618)

Week 15 April 19 - Final Quiz and Wrap-Up - Beyond 2004

Papers are due!