The History of Empire in East Asia  
T/Th: 11:00-12:15, King 106

Course Description:
This course examines the history of imperialism in East Asia beginning with the expansion of the Qing and Tokugawa in the 18th centuries and ending with decolonization in the wake of WWII. We will consider how empires shaped intellectual, political, economic, and cultural developments from a transnational perspective, paying special attention to the ways in which nationalist and pan-Asianist discourses led individuals to both resist and collaborate with imperial powers in East Asia. This course asks students to engage a variety of primary and secondary sources intended to convey the breadth of individual and collective experiences of empire in the modern era. Arranged both thematically and chronologically, students will be introduced to complex historical concepts and asked to think critically about how they can be applied to diverse materials. First, we engage the work of scholars grappling with the complex flow of ideas and people moving between the metropole (the imperial center) and the colony. After that, we will discuss the imperial expansion of East Asian states within the boundaries of what we today consider to be unified nations. We then move to Euro-American imperialism in East Asia in the second half of the nineteenth century. In particular, we ask how this trans-oceanic form of imperialism affected East Asian thought on national identity and modern development. The second half of the course focuses on Japan’s East Asian empire from 1894-1945, paying special attention to constructions of race and ethnicity, and the experiences of individuals throughout what came to be called “The Greater East Asian Co-prosperity Sphere.” The course ends with a discussion of decolonization after WWII and the legacies of imperialism in contemporary East Asia.

Content Advisory:
At different points in the class you might encounter disturbing images of war, listen to narratives of suffering, and read accounts by both the victims and perpetrators of imperialist violence. I will do my best to inform students of upcoming readings that contain graphic content or disturbing imagery. The content of this course was not decided upon in a flippant manner and I have done my best to ensure that we discuss unsettling topics in a critical manner that always takes into account the historical context of their production. If, for any reason, you feel the need to excuse yourself from class, please do so. If such departures occur, I also ask that other students not read too much into them.

Course Objectives:
By the end of this course, students should be able to:
Understand how scholars have engaged the topic of empire and how they have developed their interpretation of imperialism in East Asia.

Identify historical arguments and assess an author’s claims based on a thoughtful consideration of evidence and competing interpretations.

Recognize how historical contexts and contingencies shaped subjectivities and the motivations that drove individuals to pursue particular goals.

Express their own interpretations of historical developments based on careful readings of primary and secondary sources.

Explain the motivations behind Euro-American and Japanese imperialism in East Asia and the reasons why both ultimately failed.

Differentiate between colonial rule—and the experiences of colonized subjects—in Taiwan, Korean, and Manchuria.

Evaluate the lasting social, cultural, and political legacies of colonialism in contemporary East Asia.

Evaluation:

1) Papers (2) = 30%.
   a) The first paper, which requires you to analyze textual sources, is due October 13. Length, 3-4 pages. 15%.
   b) “Imperial Postcard”—discussed in more detail below—asks you to analyze visual sources and is due November 17. Length, 3-4 pages. 15%.

2) “The Legacy of Empire in the Contemporary World” due December 17 = 25%
   a) This assignment requires you to:
      i. Select a recent article published in a mainstream news source (newspaper or magazine, print or online). You must make your selection and have considered relevant course materials (see below) before meeting with me during the week of 11/24.
      ii. Write a 6-8-page paper evaluating the article in relation to materials from the course. Your paper must use at least three of the secondary sources and two of the primary sources we read for this class. How you use them is at your discretion, but your paper should have a thesis (an argument) supported by the logical use of evidence. More information on this assignment will be distributed in class.

3) Discussion Leaders = 15%

4) Reading Responses and Participation = 25%

5) Map Quiz = 5%

Assignments (Detail):

Paper #2: “Imperial Postcards”:
This assignment asks you to select a postcard from the “Imperial Postcards” section of the Lafayette College East Asia Image Collection (http://digital.lafayette.edu/collections/eastasia) and analyze it in a 3-4 page paper due on November 17. You should spend some time browsing the collection in order to find an image that sparks your interest. Your paper should examine the content of the postcard—what it shows and how—within the cultural and historical context of its production. What was this popular culture product intended to tell their consumers about the subject it depicts? How was it informed by the ideologies of the world in which it circulated? You should concretely support your analyses/arguments with material drawn from course lectures and readings. You are not required to use outside sources to complete this assignment, but I can provide supplementary readings upon request.

Discussion Leaders:
This course is a mixture of short lectures and active discussion. Your success—and the success of the class—will be determined by your participation and preparation. Each week, a designated group will prepare a 15-minute presentation on the readings to be given at the beginning of class. In addition, your group will act as “discussion leaders,” guiding the class discussion of readings and important topics. Groups are required to meet with me at least one day prior to your presentation day. Your presentations should do the following:
- Articulate the authors’ main arguments and their approach to the material. What is their point and why should we care? What evidence did they use and what theoretical or analytical frameworks did they deploy? Group members need not agree on these points, but be prepared to support your position with evidence drawn from the readings.
- Relate the readings to broader course themes or to other readings/ideas/thoughts discussed in class.
- (Most Importantly) Pose questions for class discussion. The best discussion questions cannot be answered with a simple “yes” or “no.” Instead, try to formulate questions that require your classmates to think comparatively or to consider issues from different perspectives. You might also selected important or interesting passages for further in-class investigation.
- The discipline of history is built on disagreements and differing interpretations. Please remember to disagree respectfully and base your comments on your consideration of the evidence.

During your presentation week, you are not required to submit a response paper.

**Weekly Reading Responses:**
- Students not on call to present are required to submit responses (no longer than one page) to the assigned readings. These papers will not be graded as formal essays, but rather will be evaluated for their engagement with that week’s materials. You may be asked to read your response, or those of your classmates, during class, so do take them seriously. Responses are to be submitted to Blackboard by 5pm the day before discussion. In addition, you must bring a hardcopy of your response to class on the day of the discussion.

**Course Policies:**
- **Late Submissions:** History is primarily a written discipline and this course requires regular short assignments in addition to larger essays. Be strategic in how you plan your time. I will not accept late reading response papers. Other essays will incur a 1/3-grade penalty per 24-hour period. In other words, if a B+ paper is submitted two days late, the student will receive a B- after assessing the penalty.
- **Absences:** Attendance is taken every day. Absences will be noted and may count toward your participation grade. You will not succeed in this class if you regularly miss our meetings. Please contact me if you know you will be absent from class sessions.
- **Tardiness:** Please try to be on time to all class meetings. If you must be late, please enter the class in the least disruptive manner possible. If you need to leave class early, please let me know in advance and do not cartwheel out the door.
- **Laptop/Computers:** I recommend that all students able to do so take notes by hand on paper. This method is proven to be most effective in helping students understand and retain information. Official course policy is as follows:
  - **Lecture:** laptops and tablets are allowed in class during lecture. You are required, however, to turn off your wifi or put your device in airplane mode during class time. Do not get caught on Facebook and do not use class time to peruse Wikipedia or Amazon.com.
  - **Discussion:** No devices are to be used during discussion section unless arrangements have been made through Disability Services. Please bring hardcopies of readings and/or detailed notes to class.

- **Office Hours and Communication:** I will be available in my office, Rice 312, on Mondays and Fridays from 1:30-2:30pm and on Thursdays from 2:00-3:30pm. To book an appointment during office hours visit [https://aparks.youcanbook.me/](https://aparks.youcanbook.me/) and reserve a 10- or 20-minute spot. (You are free to stay longer if no other students are waiting.) You are also free to stop by office hours without an appointment, but those with prearranged meeting times have priority. If you are unavailable during my office hours, please speak with me and we can find a time to meet that fits both our schedules. The best way to reach me is through my Oberlin email account listed at the top of page one. I respond to emails from 4:00-6:00pm, Monday-Friday, and can in
most cases reply within 24 hours. Do not expect a same-day response if you write me after 7:00pm. Also keep in mind that emails between students and faculty are professional exchanges and, as such, should be crafted with a modicum of care in regards to language and etiquette.

Students with Disabilities:
Oberlin College is committed to providing a supportive and challenging environment for all students. Oberlin works to provide all students with disabilities a learning environment that affords them equal access and reasonable accommodation of their disabilities. Please let me know if you are eligible for and require accommodations in accordance with college policies, which can be found here at: http://new.oberlin.edu/office/disability-services/

Academic Integrity:
All students should be familiar and are required to adhere to Oberlin College’s “Honor Code.” The college requires that students sign an “Honor Code” for all assignments. The pledge states, “I have adhered to the Honor Code in this assignment.” From “The Honor Code”:

Oberlin College students are on their honor to uphold a high degree of academic integrity. All work that students submit is expected to be of their own creation and give proper credit to the ideas and work of others. When students write and sign the Honor Pledge, they are affirming that they have not cheated, plagiarized, fabricated, or falsified information, nor assisted others in these actions.

More information can be found at: http://www.oberlin.edu/studentpolicies/honorcode/

Required Books:
Zhuoliu Wu, Orphan of Asia (New York: Columbia UP, 2006).

Other assigned readings (marked with *) can be found online or on the blackboard site for this course. If you have trouble accessing readings, please contact me as soon as possible.
Class Schedule:
Readings must be completed by the date they are listed. Come to class prepared with discussion questions, interesting or problematic passages, copies of the readings, and notes. This schedule is subject to change at my discretion. You will always be notified well in advance in the event that the schedule is altered.

Special Events: The mandatory events listed below will take place outside our normal classroom and/or class time. Please plan accordingly. These events also appear in the detailed schedule below.
- **10/15**, Visit to Oberlin Special Collections/Archives, Mudd Library, 4th floor. (Regular classtime.)
- **11/10**, Film Screening: *The Good, the Bad, and the Weird* (2008), dir. Kim Jee-woon. Location, TBA. (7:00-9:30pm).
- **Week of 11/24**, Instead of our regular class session on 11/24, students will make appointments to visit my officer hours to discuss the final paper.

I) Introductions & The Study of History

**9/1**: Course Mechanics.
- **Readings**: The syllabus.

**9/3**: Imperialism, Colonialism, and the Importance of History.
- **Readings**:
  - Exchange between Pankaj Mishra and Niall Ferguson in the *London Review of Books*: [http://www.lrb.co.uk/v33/n21/pankaj-mishra/watch-this-man](http://www.lrb.co.uk/v33/n21/pankaj-mishra/watch-this-man)

II) The Study of Imperialism in History and Historiography

**9/8**: Foundational Theories of Empire/Imperialism.
- **Readings**:
  - Lenin: Blackboard

**9/10**: Contemporary Theories.
- **Readings**:

**Assignments**:
(1) Reading responses (due 9/9 by 5pm).
III) Expanding East Asian Empires

**China**

9/15: Was the Manchu (Qing) State a Colonial Power?

**Readings:**
- Pamela K. Crossley, “Thinking about Ethnicity in Early Modern China,” *Late Imperial China*, Vol. 11, No. 1 (June 1990), 1-35.

**Assignments:**
Map Quiz: 9/15

9/17: Visions of the Other in Early Modern China.

**Readings:**

**Assignments:**
- (1) Group presentation (9/17).
- (2) Reading responses (due 9/16 by 5pm).

**Japan**

9/22: Diplomacy and Expansion in “Closed Japan.”

**Readings:**


**Readings:**

**Assignments:**
- (2) Group presentation (9/24).
- (3) Reading responses (due 9/23 by 5pm).

III) Western Encroachments and East Asian Responses

9/29: Opium Wars and Black Ships

**Readings:**
- MIT Visualizing Cultures. Allen Hockley, “John Thomson’s China—I: Illustrations of China and Its People, Photo Albums (1873-1874).” You need only skim “An Imagined Travelogue” and read “Chinese Types.”
10/1: Reform and Traditionalism in The East Asian Response

**Readings:**
- The Meiji “Charter Oath” (1868) and Fukuzawa Yûkichi, “Datsu a ron” (“Good-bye Asia,” 1885), selections.

**Assignments:**
- (3) Group presentation (10/1).
- (4) Reading responses (due 9/30 by 5pm).

IV) Nationalisms and Pan-Asianisms

10/6: Nationalism and Pan-Asianism at the Turn of the Century.

**Readings:**

10/8: Early Colonial Experiences.

**Readings:**

**Assignments:**
- (4) Group Presentation (10/8).
- (5) Reading Responses (due 10/7 by 5pm).

V) Imperial Tensions

10/13: Colonial Encounters: The Boxer Rebellion

**Readings:**

**Content Advisory:** This reading contains graphic images of violence. If you so desire, you may substitute the optional reading below.

10/15: Oberlin College and the Boxer Rebellion—Visit to Special Collections (Mudd).

Assignments:
First essay due 10/13

**Fall Recess** Continue reading Zhuoliu Wu, Orphan of Asia (New York: Columbia UP, 2006). Catch up on earlier readings and sleep.

VI) Japanese Imperialism in East Asia

Taiwan
10/27: Japan’s First Colony.
Readings:

10/29: Visions of the “Other” within the Colonial System.
Readings:

Assignments:
(5) Group presentation (10/29).
(6) Reading responses (due 10/28 by 5pm).

Korea
Readings:

11/5: Gender and Empire in Korea.
Readings:

Assignments:
(6) Group presentation (11/5).
(7) Reading responses (due 11/4 by 5pm).

Manchuria
11/10: Building a Pan-Asian Fantasy in Manchukuo.
Readings:
*Louise Young, Japan’s Total Empire: Manchuria and the Culture of Wartime Imperialism (1998), 3-20 & 352-398.
**11/10: **Movie Screening (7-9:30pm): *The Good, the Bad, and the Weird* (2008), dir. Kim Jee-woon. Location, TBA.

**11/12:** Populating the (Imperial) Frontier.

**Readings:**

**Assignments:**
(7) Group presentation (11/12).
(8) Reading responses (due 11/11 by 5pm).

VII) Special Topics

**11/17:** Comparing Colonial Cities.

**Readings:**

**Assignments:**
“Imperial Postcard” essay due 11/17.

**11/19:** Collaboration in History and Memory.

**Readings:**

**Assignments:**
(9) Reading responses (due 11/19 in class).

**11/24:** Individual meetings to discuss the final paper.

**Thanksgiving Holiday**

VIII) The Asia-Pacific War

**12/1:** War and Revolution.

**Readings:**

**12/3:** Disavowing the Multiethnic Empire.

**Readings:**

**Assignments:**
(8) Group presentation (12/3).
(10) Reading responses (due 11/18 by 5pm).

**IX) New Imperialisms**

12/8: Dividing the Postwar World.

**Readings:**

12/10: Contemporary Problems & Course Review.

**Readings:**

**Assignments:**
(9) Group presentation (12/10).
(11) Reading responses (due 12/9 by 5pm).

**Final papers due 12/17. If you would like detailed feedback on your final paper, please let me know by email.**
A Guide to Essay Writing

Formatting:
- 12pt font, Times New Roman or equivalent.
- 1” margins on all sides.
- Left justify (aligned left).
- Double-spaced.
- Block quotations (quotations over three full lines of text) are single-spaced with 10pt. font and 1.5” margins on the left and right.

Citations:
- All quotations must be followed by parenthetical citations: “All quotations, Parks wrote, “must be followed by parenthetical citations (Parks, 10).
- If you are using outside sources, you must include a Chicago-style bibliographic entry on a separate page at the end of your paper.
- Please remember, you must cite the sources of all quotations, paraphrases, specific references, and arguments you use in your papers. You do not need to cite lectures or what is considered to be common knowledge. In other words, you do not have to cite Wikipedia even though you used it to look up the date of a particular event. Citing does not weaken your paper! It shows that you can select appropriate evidence and/or incorporate secondary sources into your own work. If you are unsure if something needs a citation, then cite it and move on.

Grading:
An A essay will feature:
- A clear, compelling, and non-obvious thesis that responds to the assigned question and goes beyond what has already been discussed (by you or others) in class or readings.
- Forceful argumentation, including creative component claims below the level of the thesis, a careful selection of evidence, and logical connections between the various component claims
- Thoughtful organization of the argument
- Demonstration of mastery of both the relevant lecture themes and readings, including subtleties in both
- Polished, sophisticated, and correct prose
- Little wasted space
- Properly formatted citations
- Adherence to paper specifications listed on the syllabus

A B essay will feature:
- A discernible thesis that responds to the assigned question but may be less than compelling or may rely somewhat on the repetition of what has been said already by others in class.
- Coherent argumentation, including component claims below the level of the thesis, an acceptable use of evidence, and some connections between the various component claims (perhaps inconsistent)
- Demonstration of a comprehension of the relevant lecture themes and readings, although perhaps with some errors
- Some attention paid to paper organization
- Generally correct prose
- Generally correct citations
- Adherence to paper specifications listed on the syllabus

A C essay will feature:
- No discernible thesis or a thesis that has obvious flaws, either because it is unconvincing or because it merely repeats class material
- Unnecessary plot summary or other non-sequiturs in the place of argument, unpersuasive argumentation, or no evidence
- Arguments or the use of evidence that suggest some problems with understanding readings or the lecture
- Clearly weak or incorrect prose
Intact but improperly executed citations
Possible failure to adhere to paper specifications (for instance, paper is too short and uses nonstandard fonts and spacing to conceal the fact)

A D essay will feature:
- No discernible thesis or a thesis that has obvious flaws, either because it is unconvincing or because it merely repeats class material
- No comprehensible or convincing argument, reliance on non-sequiturs, poor use of evidence
- Arguments or the use of evidence that suggest that the relevant lectures were not attended or that the readings were not read
- Clearly weak or incorrect prose
- Absent or improperly executed citations
- Possible failure to adhere to paper specifications (for instance, paper is too short and uses nonstandard fonts and spacing to conceal the fact)

Essays will be returned with a version of following table, which details areas of relative strength and weakness.

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<th>Exemplary</th>
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<td>Thesis</td>
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<td>Paper makes clearly worded claim, which meets the criteria for a strong thesis as discussed in class.</td>
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<td>Introduction and Conclusion:</td>
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<td>Paper introduces object of study and provides all information necessary for understanding the paper. Conclusion appropriately wraps up paper.</td>
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<td>Paper reads well and is free from errors. Paper adheres to the conventions outlined on the assignment (MLA format, etc.).</td>
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