

Seminar in Historical Research and Writing
- Conflicts and Contacts in East Asia
HIS 511C, Fall 2006
HHRA 2210, Thursdays 3:30-6:20

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Office Hours: Wed. 10-12 a.m., and by appointment

Course Description

This course will examine the intra-state and intra-regional relations in East Asia, particularly among China, Korea and Japan, from the seventeenth to the early twentieth centuries. Topics examined during the semester will include the formation of the Qing empire, China's conquest of the northwestern frontier, Chinese traditional world order, the growth of maritime trade in East Asia, the rise of Japan's power in the nineteenth century and the subsequent colonialism in Asia, and the Korean War in 1950. Most importantly, students in this course will be responsible for individual research projects, for which they will locate and use historical source materials. Comparing and analyzing a variety of primary source materials, students will write their own histories of East Asia and in the end develop their skills in observing societies with different origins than their own.

Students taking this course should reach the following goals by the end of the semester:

- ❑ Construct persuasive written arguments with the use of primary source materials as supporting evidence.
- ❑ Utilize the latest methods of Web-based technology to communicate with fellow students.
- ❑ Understand better the effect the ancient past has had on the modern world.
- ❑ Exhibit self-motivation and self-expression by exploring and asking questions regarding historical topics beyond personal life experiences.

Course Reading Materials (On sale at the UNCG Bookstore)

1. Perdue, Peter C. *China Marches West: The Qing Conquest of Central Eurasia* (Cambridge, MA: Harvard University Press, 2005).
2. D.E. Mungello, *The Great Encounter of China and the West, 1500-1800* (New York and Oxford: Rowman & Littlefield Publishers, INC., 1999).
3. Bruce Cumings, *Korea's Place in the Sun: A Modern History* (New York and London: W.W. Norton, 2005)

All other materials with * mark for this course will be available on Blackboard.

Assignment and Grading

1. **Class attendance and participation (10%):** Class participation in the discussion of the reading materials and attendance is essential for this class because the format of the class is discussion based. Absences of more than **1 meeting** will be marked down and will affect your final grade. Written answers to the questions for weekly assigned readings will be required to submit to class and they will be counted for your class attendance. No late submission is accepted.
2. **Discussion Leading (10%):** Two students will lead class discussion for the selected week. They will be required to submit 5-6 questions to the class for discussion by Tuesday of the week, either on Blackboard or via email. The rest of the students will be required to bring written (typed) answers to the questions to the class.
3. **Class Presentations (20%):** All students will be required to give three presentations to the class during the semester. The first is about the research topic, the second about the research paper and the third about the peer's paper. The nature of the presentations will be further discussed during the course.
4. **Research Assignments (30%):** All students will be required to complete a series of research exercise during the course. Detailed descriptions of the assignments are included at the end of the syllabus. No late submission or submission via email is accepted.
 1. Project Description (September 14th)
 2. Preliminary Bibliography (October 12th)
 3. Critique of a Peer's Paper (November 30th)
5. **Final Paper (30%):** All students will produce a research paper, based on both primary and secondary sources, by the end of the semester. Paper topics may vary by individual interest and focus on specific events, but the general theme all students will examine will be the nature of "contacts and conflicts of East Asia" from the Late Imperial era to the modern period. The quality of writing, particularly the clarity and persuasiveness of the argument, will factor into the final grading. Final papers should be due in my office no later than 5 pm on December 7th (Thursday). No late submission or submission via email is accepted.

Class Regulations

1. No incomplete is given for this class.
2. Laptops can be used during the class, but no web browsing is allowed. If it is found, points will be deducted from the class attendance and participation.
3. Plagiarism (*Intentionally or knowingly representing the words of another, as one's own in any academic exercise*): Plagiarism is a serious crime. It may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting

work done by another, whether a commercial or non-commercial enterprise, including web sites, as one's own work. If a student submits works done by or copied from another, including a fellow student, a previous student, or anyone other than the student responsible for the assignment, s/he will receive F on assignment or be recommended for expulsion.

Course Schedule

Week 1 (Aug. 17)

Theme: Course introduction; Map of East Asia

Week 2 (Aug. 24)

Theme: Qing China and the Manchus

Reading: Peter Perdue, *China Marches West*, 15-129.

Week 3 (Aug. 31)

Theme: China, Russia and the Mongols

Reading: Peter Perdue, *China Marches West*, 133-208.

Week 4 (Sep. 7)

Theme: China and the World

Reading: *Fairbank, *The Chinese World Order*, 1-19, 63-89.
*Arrighi, *The Resurgence of East Asia*, 1-16, 51-77.
*Hostetler, *Qing Colonial Enterprise*, 1-32.

Week 5 (Sep. 14)

Library Workshop at CITI in Jackson Library

Research Assignment #1 Due

Week 6 (Sep. 19-21)

Theme: "Japanese Pirates" and Maritime Trade

Reading: *Jansen, *China in the Tokugawa World*, "The Contact"
*Wills, "Zheng Chenggong," 216-230.

Week 7 (Sep. 28)

Theme: Europeans in East Asian Waters

Reading: D.E. Mungello, *The Great Encounter of China and the West*, 1-99.

Week 8 (Oct. 5)

Film in class: "Two Coasts of China" and "Meiji: Asia's response to the West"

Individual Meeting for Research Topic

Week 9 (Oct. 12)

Presentations on Research Topic

Research Assignment #2 Due

Week 10 (Oct. 19)

Theme: Rivalry between China and Japan

Reading: *Kim, *The Last Phase of the East Asian World Order*, 1-39.
*Jansen, *China in the Tokugawa World*, “The Meiji Aftermath.”

Week 11 (Oct. 26)

Theme: Japanese Colonialism

Reading: Bruce Cumings, *Korea's Place in the Sun*, 86-184.

Week 12 (Nov. 2)

Theme: The Korean War

Reading: Bruce Cumings, *Korea's Place in the Sun*, 185-298.

Week 13 (Nov. 9)

Presentations on Final Paper:

A copy of your preliminary final paper for your peer reviewer

Week 14 (Nov. 16)

Presentations on Final Paper:

A copy of your preliminary final paper for your peer reviewer

Week 15 (Thanksgiving Break - No Class)

Week 16 (Nov. 30)

Peer Review & Final Remarks

Research Assignment #3 Due

Final Paper Due by 5 pm on Dec. 7 (Thursday)

Appendix #1:

RESEARCH ASSIGNMENT #1: PROJECT DESCRIPTION¹

Due: September 14th (Thursday)

Assignment: On a sheet of paper, please type the following:

1. List your General Topic
2. Come up with a more specific Research Question (one sentence)
3. Write one (1) paragraph describing how you will answer this question
4. Append a list of one (1) primary and one (1) secondary source appropriate to your question.

Remember: all of these may well change in the next few weeks, but I'd like to see you try to sketch out a project as soon as possible.

Explanation of the Assignment:

1. General Topic:

Here I am asking for the research theme that first caught your eye. It is necessarily broad and descriptive.

2. Research Question:

Every historian begins her/his research with a question. The question helps to determine what you hope to uncover about your general topic. Your topic may be the Boxer Rebellion, but, as your professor will probably say to you, "What about the Boxer Rebellion?" In other words, what are you hoping to find out about your topic? It is important to have a research question (or perhaps one or two questions) before starting to do your research, or else you won't know what to look for. Keep in mind, too, that it is very common for your question to change as you do research.

Keep in mind that there are several kinds of questions. The weakest questions require a description for their answer. Hence the question "What happened during the 1989 Tiananmen student demonstrations?" requires only that you find some texts about the students demonstrations and report back about them. In a way, such a question is more suited to journalism than it is to history. A second, more impressive question is one that requires analysis in answering it. This question, "What did the organizing tactics of Tiananmen demonstrators tell us about the prevalent political climate of Chinese society in 1989?" clearly requires you to do more than simply file a report. It requires you to think about the meaning of your topic to particular people in particular circumstances. This is the stuff of history.

Your research question is something that you should keep in the forefront of your mind for the entire semester. Constantly ask yourself "Why am I reading [whatever source]? What am I looking for?" Your research question will guide your reading appropriately.

¹ A special word of thanks to Professor James Anderson for his sharing the description of these assignments.

3. Brief Description of the Project:

Explain to me how you think you will pursue the research question you have just asked. You might discuss the kinds of sources you know (or hope) are available, and suggest some preliminary conclusions to your question. I only need a short paragraph here.

4. A List of Two Sources:

Please provide the bibliographic information for one primary source and one secondary source that you feel will be relevant to your topic. Should you be at a loss for sources, you might consult the bibliographies in our course materials, or you can speak with me. If you are having trouble keeping primary and secondary sources straight, please refer to the Library of Congress's reference page (http://memory.loc.gov/ammem/ndlpedu/start/prim_sources.html) for this topic. The University of Washington (my *alma mater*) Suzallo Library's web page "Using Primary Sources on the Web" (<http://www.lib.washington.edu/subject/History/RUSA/>) is also a very useful resource, although the documents available for topics in Chinese history are somewhat more limited than is the case in other areas of history.

A tip on formulating Research Questions: [taken from Gregory G. Colomb et al., *Craft of Research*, p. 44]

It may help in formulating your Research Question to work through the following sequence of questions.

1. Name your topic:

“I am studying [topic]

2. Imply your question:

“because I want to find out who/how/why _____

3. State the rationale for the question and project:

“in order to understand how/why _____

Words of Wisdom: Make Use of Note cards

Make sure you are well stocked with note cards. Note cards are the researcher's best friends. I find it best to extrapolate a concept or topic from the quotation you are making note of and record it in the upper left corner. Try to be consistent in coming up with categories. In the upper right, you might note either the type of source (primary v. secondary), or something more specific (like the genre of the source). The point of a note card is not to copy down lots of information that would be wasting your time. The point of a note card is to construct a reminder to yourself of sources that contain evidence relating to a particular topic/concept. Then when you sit down to write your paper, you can collect all your note cards and set them out before you; as you set out to write each section, you can pull all the note cards pertaining to the section at hand. It will save you lots of time flipping through books or large, unorganized notebooks.

Appendix #2:

RESEARCH ASSIGNMENT #2: PRELIMINARY BIBLIOGRAPHY

DUE: October 12th (Thursday)

Assignment:

1. Prepare a preliminary bibliography for your topic. This bibliography should include 8-12 items, divided into the following categories (arrange works alphabetically within each section):

I. Primary Sources: I expect to see 1-3 listed.

II. Secondary Sources

A. Books (I expect 4-6)

B. Articles (I expect 2-4)

2. Provide a short annotation with each bibliographic entry that includes a 1-2 sentence rationale for that source (i.e., why you think it'll be useful). You may place this comment immediately after the bibliographic entry.

Reminders:

A. Remember that primary sources are those written during the period you are studying; secondary sources are analyses by modern writers.

B. Books: often there will not be a book on your specific topic. Most scholars look for books to provide general or background information on the time period, region, or concept that interests them. You ought to be able to find books relatively easily by using any of the bibliographies listed on Bob Gaines's History 511 Web-page or my own web page.

C. Articles: while it is generally harder for students to find articles than books, the reward is much greater. Articles, if well selected, often pertain more directly to the topic at hand and often provide much more specific interpretations against which you can shape your own argument. To find articles, use bibliographies and footnotes in books you have located, and/or the on-line databases, such as Expanded Academic Index, Web of Science, and JSTOR located on the library's Electronic Databases page.

Appendix #3:

RESEARCH ASSIGNMENT #3: CRITIQUE OF PEER'S PAPER

DUE: November 30th (Thursday)

Assignment:

Write a short (no more than 2 page) critique of your colleague's paper. Provide two (2) copies of that critique (one for your colleague, and one for me).

Components of the Critique: your critique should cover some or all of the following areas and/or questions.

1. **Thesis/Argument:** What is the argument of the paper? Is it clearly identified? Does the author maintain it throughout the paper? Does he/she successfully prove his/her point? How might the argument be strengthened?
2. **Historiography:** If appropriate, comment on how well the author situates his/her paper in the existing literature. That is, has the author examined the existing literature? How does his/her paper contribute to, modify, or reject the existing literature?
3. **Evidence:** Does the author possess sufficient evidence of sufficient quality to support his/her argument? Or does the evidence suggest something else? Does the author explain his/her evidence, or does he/she assume that you will see the importance of it? If the latter, how might he/she improve his/her discussion of the evidence?
4. **Structure:** Is the paper well organized? Could you follow the line of the argument? If not, how might the organization of the paper be improved? Remember that the ideal paper is like an assembly line, with each paragraph adding a bit more to the product until the conclusion, at which point you have a unified, coherent whole. Look for superfluous paragraphs and/or areas where expansion of the theme is necessary.
5. **Style:** Be careful and kind here. Everyone possesses an individual style. Still, you might well consider how the author's style helps and/or hinders the paper.
6. **Citations:** Does the author cite sources in a consistent way? Do the citations (either footnotes or endnotes) provide the needed support for the argument? That is, are they useful or are they peripheral to the argument?
7. **Grammar and Typos:** does the paper contain grammar errors and/or misspelled words? You only need comment on this if there is a serious problem (anyone can leave a few typos, but it's only worth commenting upon if they become so numerous as to detract from meaning).