

History 495 Syllabus
FINAL VERSION (4-6-15)

THE COMPARATIVE MODERNIZATION OF CHINA AND JAPAN
(Spring, 2015)

Professor: Richard J. Smith
Office: Humanities Building, Room 322
Phone: 713-348-2552; fax: 713-348-5207; e-mail address: smithrj@rice.edu
Office Hours: Tuesdays and Thursdays, 8:30-9:15 a.m., 1:30-2:15 p.m., 4:00-4:45 p.m.
and by appointment

Time place: TuTh, 2:30-3:45 p.m. Humanities 118

Course Description:

This seminar will consist of six main parts: (1) a brief introductory segment focusing on the personal interests of each member of the class (e.g. general and/or specific political, social, economic, religious, intellectual and cultural issues), available resources at Rice and elsewhere (with an emphasis on electronically accessible materials), and research strategies; (2) a brief segment on methodological issues (approaches to comparative history and the problem of “modernization;” much of your assigned reading will be online); (3) a brief overview of the historical evolution of China and Japan in the nineteenth and twentieth centuries (much of your assigned reading will be online and/or on a DVD—see below); (4) a substantial segment devoted to individual research projects, with regular “progress reports;” (5) another substantial segment in which students will give “formal” presentations, as if they were attending a regular academic workshop or conference (as is common in the case of such meetings, reasonably polished papers will be circulated in advance of each presentation; the presentations themselves will summarize the content and conclusions of the paper, to be followed by questions, comments and a group discussion); and finally (6) a brief segment in which we discuss how it might be possible to put the papers into some sort of a “conference volume” (a common genre of academic literature). This last step, which could conceivably result in an actual publication (perhaps online), would be devoted to the question of how the different papers might be organized into a coherent whole. This is always the major intellectual challenge of workshops and conferences, but it is usually an exciting (or at least an interesting) one.

In thinking about your personal interests, remember that there is no significant aspect of human experience that does not lend itself to historical comparisons of one sort or another, and that there are few topics in the history of nineteenth and twentieth century China and Japan that are not related in some way to the process of “modernization,” however defined. To be sure, the source materials for some topics might not be available except in languages that you may not read, but there are a great many materials translated from Chinese and Japanese into various Western languages, including English, as well as

a great many useful secondary sources on topics related to Chinese and Japanese history. So in addition to considering conventional categories and subcategories of political, military, social, economic, religious and intellectual life, think “outside the box.” For instance, what about a paper focusing on the comparative “modernization” of art, architecture, music, literature, food, fashion, medicine, science, technology, sexual life, education, law, music, etc.? Naturally, your final choice of a topic, including chronological parameters and the particular scope of your inquiry (i.e. the degree of specificity and the level of generalization), will depend on what print, online and other resources are available. But all of the topics I have mentioned above, and many more as well, can be treated productively as comparative questions.

Statement Regarding Disability:

Students with a documented disability and in need of academic or other adjustments should speak with me during the first two weeks of class. All discussions will remain confidential, of course. Students with disabilities should also contact Rice Disability Support Services. URL: <http://dss.rice.edu/>.

Course Requirements:

A. Three short papers (c. 3-5 pp. each; 10% each):

1. A “theoretical” or “methodological” piece on ways to think about comparative history and modernization (**due Tuesday, January 20 in class**); for details, see the specific instructions provided under this date in the syllabus.
2. An analytical piece (revisiting the comparative issues initially raised by Reischauer and Moulder, but incorporating later assigned readings and discussions, and focusing on your particular area of interest; **due Tuesday, February 10 in class**); for details, see the specific instructions provided under this date in the syllabus.
3. A proposal and a working bibliography for your planned final paper (**due Tuesday, March 19 in class**); for details, see the specific instructions provided under this date in the syllabus.

B. An oral presentation on your final paper topic (c. twenty minutes; 20%)

C. One final paper (c. 20-25 pages; 50%) **due no later than 4:00 p.m. on Tuesday, May 5, in my History Department mailbox. Earlier papers are welcome!**

All papers must be typewritten, double-spaced, stapled, and paginated; no folders or fancy fonts; no e-mail versions or faxes. And don’t forget to include your name (you would be amazed at how often this happens in the absence of a gentle reminder).

Late papers and exams will be penalized one-third of a grade (e.g. 1- to 2+) per day (including weekends and holidays) out of fairness to the rest of the class. The only valid

excuse for an extension will be a medical one or a genuine family emergency. I plan to be extremely hard-nosed about this. Class attendance and participation will be considered in borderline cases, and students who do not have e-mail accounts and access to the worldwide web will be disadvantaged in terms of certain course materials. **Those taking this course pass/fail must earn passing grades on all assignments and exams in order to pass.** For additional bureaucratically required information on this course, see the end of the syllabus.

Required Texts:

All of your assigned readings will be (A) accessible online, and/or (B) placed on a DVD, which I will provide to each of you at the beginning of the semester. The basic “texts” will be:

David Atwill, *Topics in Modern East Asian History* (2007); hereafter Atwill. [available on our Owlspace in the “Resource” folder, or on our DVD under “4. TEXTBOOKS”]

Marius Jansen, *Making of Modern Japan* (2002); hereafter Jansen [available on our Owlspace in the “Resource” folder, or on our DVD under “4. TEXTBOOKS”]

Richard J. Smith, *Qing culture book* (2015); hereafter RJS. [available on our Owlspace in the “Resource” folder, or on our DVD under “4. TEXTBOOKS”]

There will also be a number of assigned articles and book chapters, mostly PDF files (but some in Word, for ease of copying and pasting), which will be made available to you on your DVD and/or our Owlspace.

The assigned readings for this course should be relatively light—I’m guessing an average of about 60-70 printed pages per session.

Recommended Texts:

Peter Moody, Jr., *Tradition and Modernization in China and Japan* (1995); hereafter Moody [available on our Owlspace in the “Resource” folder, or on our DVD under “4. TEXTBOOKS”]

or

Patricia Ebrey, Anne Walthall and James Palais, *Modern East Asia: From 1600: A Cultural, Social, and Political History* (2005)—is now available online for \$.01 and up (see http://www.amazon.com/gp/offer-listing/0618133852/ref=dp_olp_all_mbc?ie=UTF8&condition=all). There is also an updated 2013 version, but it is quite expensive and not appreciably better.

IT IS EXTREMELY IMPORTANT TO DO THE ASSIGNED READING LISTED FOR

EACH LECTURE OR DISCUSSION PERIOD **BEFORE** THAT CLASS, IN ORDER TO GET THE MOST OUT OF THE SESSION.

CLASS SESSIONS AND ASSIGNED READINGS

Tuesday, January 13: Introduction

Assigned reading: Atwill, 1-19

Recommended reading: Moody, xvi-xxii and 3-15

Thursday, January 15: Theories of Modernization

Assigned reading: Individual selections from the “Theory” section of our OwlSpace “Resource” folder or DVD [under “5. PDF FILES (BY CATEGORY)"]

Tuesday, January 20: Discussion (based on your first paper, c. 3-5 pp., worth 10% of your grade; due at the beginning of class)

As indicated above, all papers must be typewritten, double-spaced, stapled, and paginated; no folders or fancy fonts; no e-mail versions or faxes.

For this first assignment you may

EITHER

A. Chose an article from the “China-Japan comparisons” section of our OwlSpace “Resource” folder under “5. PDF FILES (BY CATEGORY)” and critique it from the standpoint of your previous readings and our class discussions

OR

B. Compare and contrast the book chapter by Francis Moulder titled “Comparing Japan and China: Some Theoretical and Methodological Issues” (handed out in class on January 15), which emphasizes external factors as the most important variables in the comparative modernization of China and Japan, and the essay by Edwin Reischauer titled “Modernization in Nineteenth-Century China and Japan” (also handed out in class on January 15), which emphasizes internal (esp. social, political and intellectual/culture) factors.

What sort of preliminary conclusions can you draw about the process of “modernization” in China and Japan from your reading of these two documents (and any others you might choose to consult)? What are the strengths and weaknesses of each approach? Consider not only the respective arguments of the

authors but also the assumptions about modernization (both stated and unstated) from which their arguments proceed.

Thursday, January 22: Qing China to c. 1850 (1)

Assigned reading: RJS Chapters 2 and 6, in the Owlspace “Resource” folder or DVD [under “4. TEXTBOOKS]

Recommended reading: Moody, 16-67 and 102-05, and Atwill, 49-58

Tuesday, January 27: Qing China to c. 1850 (2)

Assigned reading: RJS Chapters 3 and 4, in the Owlspace “Resource” folder or DVD [under “4. TEXTBOOKS]

Recommended reading: Moody, 75-97 and Atwill, 58-73 and 375-385

Thursday, January 29: No class [I have to be out of town]

Use this time to think about the kind of paper you might want to write for your final project. Spend some time going over the tables of contents that I distributed on the first day of class (i.e. [A] “HIST 495 textbooks contents.docx”; [B] Cambridge histories contents.docx and [C] HIST 495 Owlspace contents.docx) as well as the materials under “1 Qing China” and “1 Tokugawa Japan” on your DVD in the folder labeled “2. NON-OWLSPACE MATERIALS.”

Tuesday, February 3: Tokugawa Japan to c. 1850 (1)

Assigned reading: Jansen, 32-62 and 96-126

Recommended reading: Moody, 67-73 and 91-101

Thursday, February 5: Tokugawa Japan to c. 1850 (2)

Assigned reading: Jansen, 127-158 and an individual reading of your choice from the *Cambridge History of Japan* (either volume 4 or 5) on some facet of political, economic, intellectual or cultural life in the Tokugawa/Edo period. The CHJ, like the *Cambridge History of China* (CHC), is available on our Owlspace and on your DVD under “5. PDF FILES (BY CATEGORY). The CHC is in the folder titled “2. Overviews of China” and the CJC is in the folder titled “3. Overviews of Japan.

Recommended reading: Moody, 97-105 and Atwill, 19-13 (on the Ansei Edo Earthquake)

Tuesday, February 10: Discussion (based on your second paper, c. 3-5 pp., worth

10% of your grade; due at the beginning of class)

As indicated above, all papers must be typewritten, double-spaced, stapled, and paginated; no folders or fancy fonts; no e-mail versions or faxes.

Assignment: Revisit your first paper and critique/refine it in the light of what you have learned about Qing China and Tokugawa Japan since writing it. Pay particular attention to omissions, distortions and over-generalizations in the sources that you used initially. Naturally you should draw upon your assigned readings (and perhaps your recommended readings) from January 22 to February 5.

Thursday, February 12: The Rise of Western Imperialism in East Asia 1839-1860

Assigned reading: Jansen, 257-293; Peter Perdue, "The First Opium War" [http://ocw.mit.edu/ans7870/21f/21f.027/opium_wars_01/ow1_essay01.html]

Recommended Moody, 106-112 and "Japan and the Opium War (Wakabayashi).pdf" on your DVD in the folder titled "2 NON-OWLSPACE MATERIALS" under the category "1 Tokugawa Japan"

NOTE: We will select individual readings for our next class session at this time.

Tuesday, February 17: The Tongzhi "Restoration" and the Self-Strengthening Movement (1862-1895)

Assigned reading: Two chapters from the OwlSpace "Resource" folder or your DVD under "5. PDF FILES (BY CATEGORY): [1] "9. The Ch'ing Restoration" in "3. Overviews of China," "Cambridge History of China," "Late Ch'ing (CHC vol. 10.1" and [2] "10. "Self-Strengthening" in the same folder. Remember that the volumes of the CHC dealing with the Qing dynasty employ the Wade-Giles transliteration system rather than the pinyin system; hence Ch'ing as the name of the dynasty rather than Qing.

Recommended reading: Moody, 112-120; Atwill, 63-73

Thursday, February 19: The Meiji "Restoration" (1868-1912)

Assigned reading: Jansen, 294-370; plus an article or book chapter on a period-related topic of your choosing (presumably related to your research interests). By now you should know where to find these materials on our OwlSpace and/or your DVD.

Recommended reading: Moody, 120-127; Atwill, 84-99 and 121-135

Tuesday, February 24: The Sino-Japanese War (1894-95) and Its Aftermath to 1912

Assigned reading: Owlspage “Resource” folder or DVD [under “5. PDF FILES (BY CATEGORY), “A. Sino-Japanese War of 1894-95,” “4. China-Japan relations,” “A. Sino-Japanese War of 1894-95 (choose one of the following essays):

Analysis of first Sino-Japanese War.pdf
 Elman on Sino-Japanese War.pdf
 MIT Sino-Japanese War 1894-95 essay.pdf
 Sino-Japanese War '94-'95 (Fung).pdf
 Sino-Japanese War (Sam Chu).pdf
 Sino-Japanese War declarations (1894-95).doc
 Sino-Japanese War of 1894-1895 review.pdf

Recommended reading: Atwill, 135-149

Thursday, February 26: NO CLASS [I have to be out of town]

Friday, February 27-Monday, March 9: NO CLASS [Spring Break]

Tuesday, March 10: Twentieth Century China and Japan (1): 1912-1926

Assigned reading: Choose one China-related article from **Category I** below and one Japan-related article from **Category II** below (unless there are other articles or book chapters that are more appealing to you and deal with the same basic time span):

Category I.

Owlspage “Resource” folder or DVD [under “5. PDF FILES (BY CATEGORY), “2. Overviews of China,” “Cambridge History of China,” “12 Republican China (CHC vol 12 part 1)”]

1. Maritime and continental in China’s history
2. Economic trends, 1912–49
3. The foreign presence in China
4. The era of Yuan Shih-k’ai, 1912–16
5. Peking government, 1916–28
6. The warlord era, 1916–28
7. Intellectual change 1895–1920
8. May Fourth and after
9. Literary trends 1895–1927
10. Chinese Communist Movement to 1927
11. The Nationalist Revolution 1923–28
12. Chinese bourgeoisie, 1911–37
13. China's international relations 1911–1931

or

Owlspace “Resource” folder or DVD [under “5. PDF FILES (BY CATEGORY), “2. Overviews of China,” “Cambridge History of China,” “13 Republican China (CHC vol 13 part 2)”]

3. Nanking decade 1927-37.pdf
4. Communist movement 1927–1937
5. Agrarian system.pdf
6. Peasant movements.pdf
7. Local government.pdf
8. Academic community.pdf
9. Literary trends 1927-49.pdf

Category II.

Resources, 5. PDF FILES (BY CATEGORY), 3. Overviews of Japan, Cambridge History of Japan, CHJ Vol 6 (20th century)

- Party cabinets, 1898–1932.pdf
- Politics 1931–1945.pdf
- Industrialization and technology, 1885–1920.pdf
- Socialism, liberalism, and Marxism, 1901–1931.pdf

Recommended reading: Moody, 128-150; Atwill, 121-135 and 167-173

Thursday, March 12: Twentieth Century China and Japan (2): 1926-1949

Assigned reading: Choose one China-related article from **Category I.** below and one Japan-related article from **Category II** below (unless there are other articles or book chapters that are more appealing to you and deal with the same basic time span):

Category I.

Owlspace “Resource” folder or DVD [under “5. PDF FILES (BY CATEGORY), “2. Overviews of China,” “Cambridge History of China,” “13 Republican China (CHC vol 13 part 2)”]

- 10 Japanese aggression 1931-49.pdf
12. CCP during Sino-Japanese War 1937–1945 1

or

Owlspace “Resource” folder or DVD [under “5. PDF FILES (BY CATEGORY),” “3. Overviews of Japan,” “Cambridge History of Japan,” “CHJ Vol 6 (20th century)”]

Japanese colonial empire, 1895–1945.pdf
 Continental expansion, 1905–1941.pdf
 The Pacific War.pdf

Category II.

Owlspace “Resource” folder or DVD [under “5. PDF FILES (BY CATEGORY),” “4. China-Japan relations,” “B. Sino-Japanese War of 1937-45”]

Historiography of the Sino-Japanese War 1937-45 (Gordon)
 Japan attacks Shanghai 1932
 Japanese views of WWII.pdf
 Nanjing atrocity as history.pdf
 Nanjing Massacre (Baruma, NYRB).pdf
 Nanjing Massacre (français).pdf
 Nanjing massacre apologetic tract.pdf
 Nanjing massacre review essay (Tucker).pdf
 Nationalist officers in the Sino-Japanese War 1937-45.pdf
 Rape of Nanjing review (H-ASIA)
 Sino-Japanese War myth-making 1937.pdf

Recommended reading: Moody, 150-169; Atwill, 173-182

Tuesday, March 17: Twentieth Century China and Japan (3): 1949-present

Assigned reading: Choose one China-related article from **Category I.** below and one Japan-related article from **Category II** below (unless there are other articles or book chapters that are more appealing to you and deal with the same basic time span):

Category I.

Owlspace “Resource” folder or DVD [under “5. PDF FILES (BY CATEGORY),” “2. Overviews of China,” “Cambridge History of China,” “13 Republican China (CHC vol 13 part 2)”]

13. KMT-CCP conflict 1945–1949
 14. Mao Tse-Tung's thought to 1949

Category II.

Owlspace “Resource” folder or DVD [under “5. PDF FILES (BY CATEGORY), “3. Overviews of Japan,” “Cambridge History of Japan,” “CHJ Vol 6 (20th century)”]

Postwar politics, 1945–1973.pdf
 The postwar Japanese economy, 1945–1973.pdf
 The transformation of rural society, 1900–1950.pdf
 Economic development, labor and industry 1905–1955.pdf
 Revolt against the West in the twentieth century.pdf

Recommended reading: Moody, 171-221; Atwill, 182-190

Thursday, March 19: Preliminary presentations (based on your third paper, c. 3-5 pp., worth 10% of your grade; due at the beginning of class)

As indicated above, all papers must be typewritten, double-spaced, stapled, and paginated; no folders or fancy fonts; no e-mail versions or faxes.

Paper assignment (points to address in your paper):

By this time you should have a pretty clear idea of (1) the specific comparative issue(s) you plan to address (why, exactly, are you undertaking this comparison?); (2) a proposed strategy for research and writing (that is, a methodological approach for attacking the problem(s) that interest you; this would include, of course, a working definition of “modernization”); (3) a statement of what you plan to achieve; and (4) an indication of the sorts of problems that you have been confronting in your work. You should also provide *as a supplement to your paper* a preliminary bibliography, including relevant primary sources. Be sure to consult the section on our Owlspace and/or your DVD under “Resources,” esp. “1. SOME RESEARCH MATERIALS (WEBSITES)” and “2. SOME BIBLIOGRAPHIES.”

Bring outlines of your presentation for the ALL the members of the class.

Tuesday, March 24: Preliminary presentation of topics (2)

Further presentations and discussions (as above). Again, *bring outlines of your presentations for the ALL the members of the class.*

Thursday, March 26-Tuesday, March 31: Preparation period (NO CLASS)

NOTE: I will be available for individual discussions from c. 1:30-5:30 p.m. in my office on March 26 (but not March 31)

Wednesday, April 1-Monday, April 6: NO CLASS [Midterm Recess]

Tuesday April 7: Discussion of papers, problems, etc.

Thursday, April 9: Discussion of papers, problems, etc.

Tuesday, April 14: Presentations (c. twenty minutes each; worth 20%)

Thursday, April 16: Presentations (c. twenty minutes each; worth 20%)

Tuesday, April 21: Presentations (c. twenty minutes each; worth 20%)

Tuesday, April 23: Presentations (c. twenty minutes each; worth 20%)

Tuesday, May 5: Final Paper due in my History Department office mailbox no later than 4:00 p.m.

FINAL NOTE:

The University now requires us to include in our course syllabi a statement about “overall course objectives and expected learning outcomes.” So here goes: My objective in this class, and every other course I teach, is to encourage students to think carefully and critically about “other” people, places and times, not only as a means of understanding the experiences of “others” on their own terms but also as a way of encouraging reflection about “our own” cultural biases and preconceptions. I also expect that students will gain an appreciation of the need to take into account variables such as ethnicity, class and gender in any sort of historical analysis. Finally, my goal is to heighten awareness of the complex relationship between “theory” and “practice” in the political, social and economic life of every society, past and present.

We are also required to offer statements about “grade policies,” “absence policies,” and “expectations regarding course work and the Honor Code.” So how about this? Examination grades will be based on a standard established by the class as a whole (a “best collective answer,” determined by an initial reading of all the exams; papers will be graded according to the prevailing standards of the historical profession regarding evidence and argument (see History Department website on this: <http://history.rice.edu/>). I expect that all assignments will be completed on time and in accordance with the stipulations of the Honor Code. Any sort of plagiarism will result in a failing grade for the course. I do not take roll, but 40 years’ experience tells me that students who come to class regularly do much better than those who don’t.