

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number	Asian Languages & Cultures - Asian 98T
Course Title	Historical Controversies in East Asia
Indicate if Seminar and/or Writing II course	Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis v _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis v _____
- Social Analysis v _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course aims to analyze historical, social and cultural context of major controversial issues that have erupted in the East Asia. This course involves substantial amount of reading academic sources as well as the media representation, which requires literary and cultural analysis, as well as historical and social analysis.

3. List faculty member(s) who will serve as instructor (give academic rank):

Sang Mee Oh, Teaching Fellow; John B. Duncan (professor)

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No v _____

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2016-2017	Fall	Winter	Spring	v
	Enrollment _____	Enrollment _____	Enrollment _____	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No v _____

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5.0 _____

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

This course provides the students with general knowledge in East Asian history, international relations, and cultural studies. The course materials extend beyond understanding the historical and political facts, as it involves cultural analysis, and critical examination of embedded ideologies such as nationalism and colonialism, as well as critical reflection on how these issues affect current East Asian relations.

❑ Integrative Learning

This course integrates multiple disciplines including history, cultural studies, international relations. It illuminates the nature of current international disputes among East Asian states by examining historical development of the issues, and cultural context in each states, approaching it politically, historically, and culturally.

❑ Ethical Implications

In the course of examining historical disputes in East Asia, this course also considers the historical tragedies and their victims, such as “comfort women” issues. This course will provide opportunities for the students to critically examine ethical issues involved in historical controversies, and reflect on how to evaluate these ethical problems as citizens and leaders.

❑ Cultural Diversity

The controversies covered by this course involve racial discrimination within East Asia, such as Nanjing massacre, as well as gender sensitive issues, such as “comfort women” issues and “rape of Nanjing.” This course will enhance understanding of difference, and will contextualize issues of race, ethnicity and gender as well as multicultural interactions among East Asian nations. It will also illuminate the values that individuals hold in common across the borders, as well as tolerance of difference.

❑ Critical Thinking

One of the main goals in this course is to critically examine the texts, both historical documents and current media, in order to make logical assessments of the evidences, to identify the main cause of the conflicts, and to discuss where to go on from here. This course will involve significant amount of reading as well as writing analytical papers based on evidences.

❑ Rhetorical Effectiveness

This course will provide students to come up with a logical delivery in speech as the students will take part in “History Court” a role-playing activity where students can defend one of the causes after critically reviewing the evidences. Also, this course will require students to write an analytical research paper where students can develop abilities to frame and deliver reasoned arguments in writing.

❑ Problem-solving

Upon critical examination of the historical evidences, students will discuss alternative solutions to the current disputes, and where to go from here. This will provide students opportunities to make sound and logical judgment and to develop skills to accommodate necessary knowledge to solve problems.

❑ Library & Information Literacy

This course will invite a librarian from the East Asian library in UCLA who will instruct students how to search, select, and manage relevant information from the library, as well as from internet sources. Students will learn how to make use of both traditional and digital sources.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)

- | | | |
|---|-----------------|---------|
| 4. Experiential (service learning, internships, other): | <u> </u> | (hours) |
| 5. Field Trips: | <u> </u> | (hours) |

(A) TOTAL Student Contact Per Week	3	(HOURS)
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(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)
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|-------------------------------------|------------|---------|
| 1. General Review & Preparation: | <u>2</u> | (hours) |
| 2. Reading | <u>4</u> | (hours) |
| 3. Group Projects: | <u>2</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>N/A</u> | (hours) |
| 5. Information Literacy Exercises: | <u>N/A</u> | (hours) |
| 6. Written Assignments: | <u>2</u> | (hours) |
| 7. Research Activity: | <u>2</u> | (hours) |

(B) TOTAL Out-of-class time per week	12	(HOURS)
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GRAND TOTAL (A) + (B) must equal at least 15 hours/week	15	(HOURS)
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Historical Controversies in East Asia

Instructor: Sangmee Oh
Email: sangmeeoh@ucla.edu.
Office Hours: TBA

Course Description

In this course, we explore the controversies that have erupted in Korea, Japan, and China over the issues of historical interpretations that involved two or more states in East Asia. More specifically, we focus on disputes over the ancient history of Korea, Japan, China, and their historical claims to territory, as well as the currently debated historical issues of “comfort women” and “textbook controversies.” Through the examination of the readings, as well as media coverage on the historical controversies, we will discuss important historical contexts that gave birth to the controversies, including interpretations on colonialism, nationalism, borders, gender, state-driven history writing, etc. We will also discuss the contemporary significance of these historical controversies, focusing on how they complicate efforts toward regional integration. Participating in a role-playing activity, “History Court,” will give students an opportunity to critically assess various historical interpretations, and to think about possible solutions to the controversies.

Course Objectives

By the end of the course, you will:

- Comprehend how the current disputes in East Asia were born out of complicated historical contexts, and how different historical interpretations are involved in these conflicts.
- Have a broader scope of understanding East Asian history beyond national boundaries, and understand that the historical knowledges of East Asia are built around controversies over the borders.
- Develop critical views in looking at current society as well as historical readings.
- Develop analytical skills to write about historical issues, and to engage in rigorous discussions.

Course Requirements

Attendance and Participation: 20%

Students are expected to arrive on time and actively participate in discussion. Students are expected to share their own views, and meaningfully contribute to the discussion.

Weekly Response Paper: 20%

Students will write a short response paper each week on the required readings for that week, which should include a critical assessment of the readings, as well as a discussion topic. Response papers should be 1-2 pages, (double spaced, 12 point, Times New Roman font), and should be submitted via CCLE by 8pm the day before the seminar.

Group Presentation: 15%

Students will form into groups of 2-3 people, and each group will be the discussion leaders for a week. The discussion leaders will present a short summary of the readings for the week, and present a short report on their investigation of how the controversy of that week has been covered by newspapers and other media.

Role-playing Activity - History Court: 15%

Students will participate in a mandatory role-playing activity during week 10, in which they assume a role of either district attorney or defense counsel in the “History Court.” History Court will discuss four different court cases, which will take about 30 minutes each. For each court case, there will be two district attorneys and two defense counsels, who will prepare their appeal and defense at the court together. Both district attorneys and defense counsels should prepare evidence (from both primary and secondary sources), and appeal the legitimacy of the interpretation they represent. Other students will act as juries, and will suggest a fair and informed decision on where historians would go from here. Students are should pick a court case that he/she did *not* do the group presentation for.

Final Paper: 30%

Students will write a 5-8 page research paper on a topic of historical controversy in East Asia. The final paper should include a critical literature review of how this topic has developed historically, as well as how the topic has been covered by media, including the newspapers. Students are expected to use both primary and secondary sources in identifying various historical interpretations, as well as the motivations and values behind these interpretations. Students should discuss their topic with the instructor before week 5 and submit the finalized topic and bibliography by week 6. There will be also two writing sessions (during week 3 and week 5) to help the students to learn how to locate sources, and how to write an analytical research paper. The final paper should be submitted through Turn-it-in by the final’s week.

Weekly Schedule**Week 1: Introduction: How Is Nationalism Involved in East Asian Historical Controversies?**

- Morris-suzuki, Tessa. “Introduction: Confronting the Ghosts of War in East Asia” In *East Asia beyond the History Wars*, edited by Tessa Morris-Suzuki, et al. New York: Routledge, 2013.
- Mohan, Pankaj N. “Rescuing a Stone from Nationalism: A Fresh Perspective on the King Kwanggaet’o Stele of Koguryō,” *Journal of Inner and East Asian Studies* 1, (2004)

PART I: Disputes over Ancient History**Week 2: Was Mimana Nihonfu an Ancient Japanese Colony over Korea? (Japan and Korea)**

- Pai, Hyung Il. “The Colonial Origins of prehistoric Korea” in *Constructing “Korean” origins: A Critical Review of Archeology, Historiography, and Racial Myth in Korean State-Formation Theories*, edited by Pai, Hyung Il. Cambridge: Harvard University Asia Center, 2000
- Kuno, Yoshi. *Japanese Expansion on the Asiatic Continent* (Berkeley: University of California Press, 1987), pp.1-21.
- Grayson, J. H. “Mimana, A Problem in Korean Historiography” *Korea Journal* 17-8, (1977).
- Farris, William. “Ancient Japan’s Korean Connection,” *Korean Studies* 20, (1996).
- Lee, Youngshik, “Imna Nihonfu: Not a Japanese Governing Institution” in *The Foreseen and Unforeseen in Historical Relations between Korea and Japan*, edited by Youngsik Lee. Seoul: Northeast Asian History Foundation, 2009.

Week 3: To Whom Does Koguryō History Belong To? (China and Korea)

- Hundt, David, and He, Baoguang. “Reconciliation and the Goguryeo/ Gaogouli Disputes between China and South Korea” *Routledge Handbook of Memory and Reconciliation in East Asia*. New York: Routledge, 2016.
- Mohan, Pankaj. “China’s Nationalist Historiography of the ‘Northeast Project’ and the Australian Response to Its Challenge” *Journal of Inner and East Asian Studies*, 3-1, (2006).
- Ahn, Yongson. “Competing Nationalism: The Mobilization of History and Archaeology in the Korea-China Wars over Koguryō/Gaoguli.” *Japan Focus* (Feb, 2006).
- Shultz, Edward. “How English-language Scholarship Views Koguryō” *Journal of Inner and East Asian Studies* 3-1, (2006).
- Gries, Peter Hays. “The Koguryō Controversy, National Identity, and Sino-Korean Relations Today” *East Asia* 22-4, (Dec, 2005).
- Snyder, Scott. “New Grounds for Contestation: South Korea’s Koguryo-era Historical Dramas and Sino-Korean Relations” in *U.S. Leadership, History, and Bilateral relations in Northeast Asia*, edited by Gilbert Rozman. Cambridge: Cambridge University Press, 2010.
- Northeast Asia History Foundation ‘our mission’ Seoul: NAHF, 2008. <http://www.nahf.or.kr/eng/>

***Writing Session (1)** A Brief Tutorial on Library Research (Guest Speaker: Sanghun Cho, Korean Studies Librarian in UCLA East Asian Library)

PART II: Territorial Disputes and Conflicting Historical Interpretations

Week 4: Whose Territory Does Tokto/Takeshima Belong to? How is the U.S. involved in this controversy? (Japan and Korea)

- Morris-Suzuki, Tessa, and Petrov, Leonid. “On the Frontiers of History: Territory And Cross-border Dialogue in East Asia” In *East Asia beyond the History Wars*, edited by Tessa Morris-Suzuki, et al. New York: Routledge, 2013.

- Lee, Seokwoo, and Lee, Hee Eun. “Korea-Japan Reconciliation and the Dokdo (Takeshima) Issue” In *Routledge Handbook of Memory and Reconciliation in East Asia*, edited by Mikyong Kim. New York: Routledge, 2016.
- Kim, Mikyong, “A War of Memories: Dissecting Dokdo/Takeshima Dispute” *Global Asia*, vol 7-2, (2012).
- Hori, Kazuo, “Japan’s Incorporation of Takeshima Into Its Territory in 1905” In *The Historical Perception of Korea and Japan: Its Origins and Points of the Issues Concerning Dokdo-Takeshima, Yasukuni Shrine, Comfort Women, and Textbooks*, edited by Hyun Dae-song. Paju, Korea: Nanam, 2008.
- Weinstein, Michael. “South Korea – Japan Dokdo/Takeshima Dispute: Toward Confrontation”, *Japan Focus* (May 2006)
- Hara, Kimie “The San Francisco Peace Treaty and the regional conflicts: The Cold War Legacies” In *Routledge Handbook of Memory and Reconciliation in East Asia*, edited by Mikyong Kim. New York: Routledge, 2016.

Week 5: Dispute over Kando/Jiandao (China and Korea): Where Was the Border Between China and Korea?

- Park, Sunyoung, “Manchuria: An Imagined Space for Emancipation, Conflict and Reconciliation” in *Routledge Handbook of Memory and Reconciliation in East Asia*, edited by Mikyong Kim. New York: Routledge, 2016.
- Schmid, Andre. “Looking North Toward Manchuria.” *South Atlantic Quarterly* (1999)
- Zabrovskaya, “A Brief History of the Sino-Korean Border from the 18th Century to 20th Century.” In *Korea Yearbook: Politics, Economy and Society*, edited by P. Kollner et al. Leiden: Koninklijke Brill NV, 2007.

* **Writing Session (2):** How to Write an Analytical Historical Research Paper

Week 6: Dispute over Senkaku/Diaoyu Islands (Japan and China) and How Is the U.S. Involved in This Controversy?

- Liao, Tim, F., Hara, Kimie, and Wiegand, Krista et al., *The China-Japan Border Dispute: Islands of Contention in Multidisciplinary perspective*. Burlington: Ashgate, 2015.
- Albrecht, Eduardo Zachary. “A Review of the Social, Cultural, Political and Economic Dimensions of the Senkaku/Diaoyu Island dispute” *Northeast Asia Cultural Research* 38, (2014).
- Hollihan, Thomas. *The Dispute over the Diaoyu/Senkaku Islands: How Media Narratives Shape Public Opinion and Challenge the Global Order*. New York: Palgrave MacMillan, 2014.
- Su, Steven Wei, “The Territorial Dispute over the Tiaoyu/Senkaku Isoand: An Update” *Ocean Development & International Law* 36 (2005)
- Ministry of Foreign Affairs of Japan, “The Basic View on the Sovereignty over the Senkaku Islands.” MOFA website.
- McCormack, Gavan. “Troubled seas: Japan’s Pacific and East China Sea Domains and claims” in *Routledge Handbook of Memory and Reconciliation in East Asia*, edited by Mikyong Kim. New York: Routledge, 2016

- Manyin, Mark E. “Senkaku (Diaoyu/Diaoyutai) Islands Dispute: U.S. Treaty Obligations” *Current Politics and Economics of South, Southeastern, and Central Asia* 21-3, (2012).
- Park, Cheol Hee. “Getting Away or Getting In: US Strategic Options in the Historical Controversy between Its Allies” in *U.S. Leadership, History, and Bilateral relations in Northeast Asia*, edited by Gilbert Rozman. Cambridge: Cambridge University Press, 2010.

* Paper Topic and Bibliography Submission Due

PART III: Women and historical controversies

Week 7: Disputes on Comfort Women, Voluntary or Involuntary? Or Does It Matter? (Japan, China, Korea, and others)

- Takekawa Shunichi, “Reconciliation Prospects and Divided War Memories in Japan: An Analysis of Major Newspapers on the Comfort Woman Issue” in *Routledge Handbook of Memory and Reconciliation in East Asia*, edited by Miyoung Kim. New York: Routledge, 2016.
- Ku, Yangmo “Comfort Women Controversy and Its Implications for Japan-ROK Reconciliation” *Routledge Handbook of Memory and Reconciliation in East Asia*, edited by Mikiyoung Kim. New York: Routledge, 2016.
- Morris-Suzuki, Tessa, “Japan’s ‘Comfort Women’: It’s Time for the Truth (in the Ordinary, Everyday Sense of the Word).” *Japan Focus* (September, 2005)
- Kimura, Maki, *Unfolding the Comfort Women Debates: Modernity, Violence, Women’s Voices*. London: Palgrave MacMillan, 2016.
- Soh, C. S. *The Comfort Women: Sexual violence and Postcolonial Memory in Korea and Japan*. Chicago, IL: University of Chicago Press, 2008.
- Yoshimi, Y. *Comfort Women: Sexual slavery in the Japanese Military during World War II*. New York: Columbia University Press, 2000.
- Chief Cabinet Secretary of Japan (1993): “Statement by the Chief Cabinet Secretary Yohei Kono on the Result of the Study on the Issue of ‘Comfort Women’” August 4, 1993.
<http://www.mofa.go.jp/policy/women/fund/state9308.html>

Week 8: Rape of Nanjing Incident (China and Japan): How Should We Understand the Nanjing Massacre?

- Fogel, Joshua ed. *The Nanjing Massacre in History and Historiography*. Los Angeles: University of California Press, 2000.
- Takashi Yoshida, *The Making of the Rape of Nanking: History and Memory in Japan, China, and the United States*. London: Oxford University Press, 2006.
- Seo, Jungmin. “Politics of Memory in Korea and China: Remembering the Comfort women and Nanjing Massacre” *New Political Science* 30-3, (2008).
- Qian, F. “Internationalizing the Memory: the Building and Rebuilding of the Nanjing Massacre Memorial” Paper presented at the University of Concordia, Canada, April 2009.
- Yoshida, Takashi, “The Nanjing Massacre, Changing Contours of History and Memory in Japan, China, and the U.S.” *Japan Focus* (Dec. 2006)

PART : Where do we go from here?

Week 9: History Textbook Controversies in East Asia: What Are At Issue? What Are the Problematic Aspects of State-issued History Textbooks?

- Dudden, Alexis, et al. “Letters to the Editor: Standing with the Historians of Japan,” *Perspectives of History*, (March, 2015)
- Cave, Peter. “Japanese Colonialism and the Asia-Pacific War in Japan’s History Textbooks: Changing Representations and their Causes” *Modern Asian Studies*, 47-2, (2013).
- Shin Gi-wook and Sneider, Daniel C. *History Textbooks and the Wars in Asia: Divided Memories*. New York: Routledge, 2011.
- Lim, Jie-hyun. “History Education and Nationalist Phenomenology in East Asia.” *Global Asia*, 10-2. (2015).
- Jones, A. “Nationalizing the past: Korea in Chinese history” *Journal of Northeast Asian History* 6-2, (2009).
- Schneider, C. “The Japanese History Textbook Controversy in East Asian Perspective” *Annals of the American Academy of Political Science and Social Science* 617, (2008).
- Chung, Jaejong, “Colonial Korea and the Asia-Pacific War: A Comparative Analysis of Textbooks in South Korea and Japan” in *History Textbooks and the Wars in Asia*, edited by Giwook Shin and Daniel Sneider. London: Routledge, 2010.

Week 10: Consideration of Future prospects: How does History Help Us in Understanding and Finding Solutions for These Controversies?

***History Court (2hrs):**

- (1) Case of Mimana Nihonfu
- (2) Case of Tokto-Takeshima
- (3) Case of Comfort Women
- (4) Case of Textbook Controversy.

***Discussion on Future prospects (1hrs)**

- International Crisis Group, “Northeast Asia’s Undercurrents of Conflict: Executive Summary and Recommendations,” *Asia Report* No. 108 (Dec, 2005).
- Morris-Suzuki, Tessa. “Japanese War Apologies Lost in Translation.” *East Asia Forum*, 18. (August, 2015)

*** Paper Due Final Week via Turnitin**



New Course Proposal

	Asian 98T	
	Historical Controversies in East Asia	
Course Number	Asian 98T	
Title	Historical Controversies in East Asia	
Short Title	HST CNTRVRSY-E ASIA	
Units	Fixed: 5	
Grading Basis	Letter grade only	
Instructional Format	Seminar - 3 hours per week	
TIE Code	SEMT - Seminar (Topical) [T]	
GE Requirement	Yes	
Major or Minor Requirement	No	
Requisites	Enforced: Satisfaction of entry-level Writing requirement. Freshman and sophomores preferred.	
Course Description	This course explores controversies that have erupted in Korea, Japan, and China over issues of historical interpretations that involved two or more states in East Asia, such as disputes over ancient history, and historical claims to territory.	
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows	
Syllabus	File Asian 98T Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.	
Supplemental Information	Professor John Duncan is the faculty mentor for this course	
Grading Structure	20% participation; 20% weekly response paper; 15% group presentation; 15% role-playing activity; 30% final paper	
Effective Date	Spring 2017	
Discontinue Date	Summer 1 2017	
Instructor	Name Sang Mee Oh	Title Teaching Fellow
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	
Department	Asian Languages and Cultures	
Contact	Name MICHELLE CHEN	E-mail mchen@oid.ucla.edu
Routing Help		

ROUTING STATUS

Role: Registrar's Publications Office

Status: Pending Action

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441

Status: Added to SRS on 8/12/2016 12:40:33 PM

Changes: Short Title

Comments: No Comments

Role: FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Approved on 8/11/2016 3:55:35 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 7/28/2016 9:18:29 AM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 7/27/2016 4:07:10 PM**Changes:** No Changes Made**Comments:** Routing to Joe Bristow for FEC approval.**Role:** CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Approved on 7/13/2016 4:04:41 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Submitted on 7/13/2016 3:42:48 PM**Comments:** Initiated a New Course Proposal

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