UNIVERSITY OF DELHI

DEPARTMENT OF EAST ASIAN STUDIES

UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)

SYLLABUS OF COURSES TO BE OFFERED
Elective Course

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Undergraduate Programme Secretariat
### Elective Papers on East Asia under Choice based Credit system for Undergraduate students

<table>
<thead>
<tr>
<th>Code No. of Paper</th>
<th>Title of Paper</th>
<th>Theory</th>
<th>Internal Assessment</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA-CBCS-501</td>
<td>The Historical Development of Chinese Civilisation</td>
<td>75</td>
<td>25</td>
<td>6 (5+1)</td>
</tr>
<tr>
<td>EA-CBCS-502</td>
<td>Pre-Modern Japan (1603-1868)</td>
<td>75</td>
<td>25</td>
<td>6 (5+1)</td>
</tr>
<tr>
<td>EA-CBCS-503</td>
<td>Colonialism and Modernity in Korea</td>
<td>75</td>
<td>25</td>
<td>6 (5+1)</td>
</tr>
<tr>
<td>EA-CBCS-504</td>
<td>China’s Rise and East Asia</td>
<td>75</td>
<td>25</td>
<td>6 (5+1)</td>
</tr>
<tr>
<td>EA-CBCS-505</td>
<td>Modern Japan (1868-1973)</td>
<td>75</td>
<td>25</td>
<td>6 (5+1)</td>
</tr>
<tr>
<td>EA-CBCS-506</td>
<td>Korean Peninsula after the World War II</td>
<td>75</td>
<td>25</td>
<td>6 (5+1)</td>
</tr>
</tbody>
</table>
Elective Papers on East Asia under Choice based Credit system for Undergraduate students

(EA-CBCS-501) The Historical Development of Chinese Civilisation

Course Description:

This course aims to familiarize students with the emergence and development of Chinese civilisation in the imperial period. It aims to elucidate key features of China’s civilisation – including its philosophy, government, culture, material development and social institutions – within a broadly chronological framework. The approach adopted stresses both the unique features of China’s civilisation as well as its interconnectedness with the outside world. The projects could have a comparative study with India.

1. **Emergence of Chinese Civilisation**  
   **Project:** On a map of China, draw its major rivers and mountain systems. Also identify at least two major archaeological sites, the ancient capital cities of Chang’an and Luoyang, and the Great Wall of China.

2. **Confucianism and Other Classical Chinese Belief Systems**  
   **Project:** Identify the main Confucian, Daoist and Legalist masters, and the major literary works identified with these three schools. Write 2-3 sentences on each.

3. **The Formation of the Unified Chinese Empire**  
   **Project:** Make a timeline of the most important Chinese dynasties.

4. **Buddhism in China**  
   **Project:** Identify the main centres of Buddhism in China, the main schools of Chinese Buddhism and the three most famous Chinese pilgrims who travelled to India. Plot the routes by which they travelled to and from India.

5. **Transition from an Aristocratic to a “Gentry” Society**  
   **Project:** Write a 2-page description of the civil service exam system and its role in imperial China.

6. **The Mature Chinese Empire**  
Project: Make a map of the Chinese empire as it was by the middle of the nineteenth century. Which territories were added through the conquests of the emperors of the last (Qing) dynasty?

7. Social and Economic Change from the 11th to 18th Centuries

Project: Make a chart showing some of the most important exports of China in this period and trading routes connecting China with the rest of the world.

8. China and the World before the Nineteenth Century

Project: What was the relationship between tribute and trade in the relations of the Chinese empire with other countries? Answer in about 600 words.

Additional Readings

(EA-CBCS-502) Pre-Modern Japan (1603-1868)

Course Description:

The course provides a broad outline of pre-modern Japan. It covers economic and social organizations as well as growth of commerce and urbanization in Japan before the advent of the western notion of modernity in the country. The paper would also like to bring in condition of peasantry during the process of transformation. Intellectual turmoil and discourse of the time and its implication for domestic and foreign policy of Japan would be taught to enhance the comprehension of the era in students. Finally, the paper would also touch upon the advent of modernity in Japan. The projects could have a comparative study with India.

1. **Political Organization**
   **Project:** The impact of the Sankin Kotai system

2. **Economic organization**

3. **Social Organization**
   **Project:** Trace changes in the status of samurai during the pre modern period.

4. **Growth of Commerce and urbanization**
   **Project:** List the five most urbanized cities in the world in the eighteenth century and state the reasons for their high degree of urbanization.

5. **Impact of Economic Changes and Peasant protests**
   **Project:** Why did sericulture develop in pre modern Japan?

6. **Japan’s Foreign Policy in the Pre-modern period**

7. **Intellectual current: Confucianism, Western learning and National Learning**
   **Project:** Why was the spread of literacy so high in Japan compared to other countries during the pre modern period?

8. **Internal Crisis, External Pressures and Downfall of Tokugawa dynasty**
Additional Readings

(EA-CBCS-503) Colonialism and Modernity in Korea

Course Description:

The course seeks to understand background and context of the colonisation of Korea by Japan. It begins with learning about pre-colonial Korean context and discourse of modernity along with the opening of Korea to the outside world. Whereas most of the scholars in Korea were debating about Chinese and Japanese responses toward the Western influences, there was another school in Korea which was looking to evolve indigenous response and articulation to modernity and capitalism. The course would also try to create an understanding in students about the nature of colonialism in Korea by bringing in debate related to capitalist development as well as gender relations. The projects could have a comparative study with India.

1. Decline of the Chosun Dynasty
   **Project:** Chosun Society was divided into four classes. Describe all the four classes in brief.

2. Opening of ‘Hermit Kingdom’ and Sadaechui
   **Project:** With how many countries Korea signed Treaty of Friendship and Trade between 1876 and 1885.

   **Project:** Write a short essay on important two newspapers of Korea during the early-20th century.

4. Nationalism and Modernity Discourse
   **Project:** Compare nationalism in Korea with India during the colonial period.

5. Origin of Capitalist Modernity in Korea
   **Project:** Describe pre-colonial capitalist developments in Korea.

   Carter J. Eckart et. al., *Korea Old and New: A History*, (Seoul: Ilchokak Publishers for the Korea Institute, Harvard University, 1990), Chapter 15, 16, and 17, pp. 254-326.
   **Project:** Japanese colonialism was most intense in Korea. What could be reasons for it?
7. Cultural Hegemony and Colonial Discourse

**Project:** Write a short essay on the debate in Korea during the colonial period about ‘civilization’ and ‘race’.

8. Gender and Modernity in Korea

**Project:** Make of list of ten important personalities in Colonial Korea and was there any female in them.

**Additional Readings**

(EA-CBCS-504) China’s Rise and East Asia

Course Description:

Since the end of the Second World War China’s rise has been the most significant event in world history. In East Asia alone China’s rise in the last years of the twentieth century has changed economic, political, and strategic relationships and raised concerns over the future of the region in the new century. These debates and concerns have ranged across a variety of issues but have concentrated on China’s foreign policy behavior, the definition of its core interests in the region as well as its position as the driver of East Asian growth. However, the recent rise of China and its influence in the region is only one historical phase whose echoes can be found in earlier periods of China’s long history. This course will attempt, therefore, to place China’s rise in historical perspective while looking at the meaning of its rise in the 21st century in the East Asian Region. The projects could have a comparative study with India.

1. **Background and Legacy of China’s Rise**

2. **China’s Rise and the New Dynamics of East Asia International Relations**
   - **Project:** Make a chart comparing the eighteenth and twentieth century global strategic and economic powers.

3. **China’s economic rise: opportunity or challenge for East Asia?**

4. **China’s rise and security in the Asian century**
   - **Project:** Make a map of the South China Seas and the East China Seas with the contesting territorial claims of different East Asian states.

5. **Japan and the Rise of China**
6. **China and Northeast Asia**  

7. **China and Taiwan Issue: conflict and integration**  

8. **The Cultural impact of China’s rise**  
**Project:** Chart the Sinic world in Asia.

9. **China’s rise and regional integration**  

10. **The Future of East Asia: New paradigms**  
**Project:** Build three future scenarios based on the economic and political rise of China in the 21st century.

**Additional Readings**

(EA-CBCS-505) Modern Japan (1868-1973)

Course Description:

The course would begin with the study of process and characteristics of Meiji Restoration, which is considered to be the dividing line between pre-modern and modern Japan. Implications of Meiji reform in various spheres of Japan such as political organisation, economic change and social transformation. The enquiry about the intellectual current behind the modernisation project would also be discussed along with its implication for a powerful Japan which ventured into the project of imperialism in Asia. The course would try to inculcate in students an indepth understanding about the emergence of Japan as economic superpower in the region based on the changes which were brought out by the modernity and reform of this era. The projects could have a comparative study with India.

1. Meiji Restoration; Nature and Characteristics
   **Project:** What were the carryovers from the Tokugawa period that enabled Japan to modernize rapidly?

2. Political Reorganization

3. Economic Changes

4. Social Transformation

5. Japanese imperialism
   **Project:** Do you agree with the dissenting note of Justice Pal?

6. Intellectual currents

7. Occupation Reforms and Contemporary Japan
   **Project:** Gender equality in modern Japan.

8. Rise of Japan as an Economic Superpower
   **Project:** Why should one look at Japan’s economic development in a long term perspective from the Meiji Restoration onwards and not confine to the period after World War II?

Additional Readings


Korean Peninsula after the World War II

Course Description:

The course is an attempt to understand the division of Korean peninsula during the World War II. The division led to the emergence of two different states which were based on different ideas of political and economic organisations. The contest and hostility between the two states of the peninsula resulted in the Korean War immediately after their birth and the rivalry has been continuing till now. The course would seek to teach two different trajectories of development models adopted by North and South Koreas. North Korean socialist experience got transformed according to Juche idea, which was interpreted in an interesting manner. Similarly, South Korean experiment with capitalist democracy deteriorated to authoritarian rule and then a long struggle for democratisation. The course would try to understand inter-Korean relations also by looking at the North Korean nuclear issue as an important repercussion of their rivalry and contest. The projects could have a comparative study with India.

1. Division of Korea
   Project: Make a map of Korean Peninsula and identify De-militarized Zone (DMZ) along the 38th parallel.

2. Formation of North and South Korea
   Project: Get the South and North Korean constitutions and identify three most important features of both of them.

3. Origins and Nature of the Korean War
   Project: Make a poster of major phases in the Korean War with maps.

4. North Korea: Juche and the Consolidation of the Kim Il-sung
   Project: Find a picture of Juche Tower in North Korea and what is its significance?

5. Political Turmoil and Economic Development in South Korea
   Project: Write an essay on South Korean leader Chang Myun.

6. Divergent Authoritarianisms in the 1970s
   Project: Write a brief biography of South Korean leader Kim Dae-jung.
7. **Inter-Korean Relations**  
**Project:** Make a chart of major milestones in the Inter-Korean relations.

8. **North Korea’s Nuclear Programme**  
**Project:** In North Korean map, identify probable locations of nuclear facilities.

**Additional Readings**


**It is expected that on completion of courses on East Asia, the students will have the following options to choose from:**
1. Pursuing higher studies in China, Japan, Korea and Taiwan  
2. Joining the Masters programme in East Asian Studies offered by the Department of East Asian Studies  
3. Taking up internships in Think Tanks  
4. On the basis of knowledge of the languages of East Asia, student could also work in private and public sectors.