

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2022/23**

Part I Course Overview

Course Title:	History of Sino-Japanese Relations
Course Code:	PIA5055
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	AIS5055 History of Sino-Japanese Relations
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

China and Japan have played an important role in the historical and cultural development of East Asia. Being geographically close, they have a long history of political, cultural and economic exchanges, and they have contributed to each other's cultural and modern transformation. However, despite their common cultural roots, the relations between the two countries are not always amicable and their patterns of development have been vastly different. Since the late 20th century, following the rapid development of China, their relations have grown in quantity and complexity. The unique relationship between China and Japan deserves extensive study. The study and understanding of the essence of the relationship between China and Japan is crucial of importance, not only to the future development of East Asia but to international relations as a whole.

This course aims to offer an overview of the history of Sino-Japanese relations from the ancient to the pre-modern period, i.e. from the pre-Nara period to the Edo period, in terms of political relationships, cultural exchanges, and economic development; and links it to the modern period – to discussions on contemporary issues such as China and Japan's role in East Asia, their regional rivalry, border issues and history debates, bilateral cooperation regarding North Korea and rivalry in the economic engagement of Africa. Through a multi-disciplinary approach, this course will provide a holistic understanding of the history and contemporary issues of Sino-Japanese relations, including the political, cultural, sociological and economic dimensions.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Show an awareness of the history of Sino-Japanese relations and simultaneously evaluate the influences of the Sino-Japanese relations on the development of East Asia.	10	✓	✓	
2.	Reflect critically on issues of similarities and differences between Japanese and Chinese cultures.	15	✓	✓	✓
3.	Analyze the Sino-Japanese relations using a multi-disciplinary approach.	30	✓	✓	✓
4.	Critically evaluate historical, cultural, political, economic issues affecting China and Japan, and their interactions.	30		✓	✓
5.	Demonstrate critical writing and presentation skills.	15	✓		
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lecture	The instructor will present concepts, theories, and case studies on the history of the Sino Japanese relationships.	✓	✓	✓	✓		2
Tutorial	The tutor will guide students how to apply theories and concepts in the evaluation of texts related to history of Sino-Japanese relations.	✓	✓	✓	✓		1
Group discussions, Group presentations and debates	Students will work in groups to lead class discussions and structured question and answer sessions on relevant topics.	✓	✓	✓	✓	✓	
Individual/Small-group analysis and evaluation of the texts	Student will work individually or work in groups to study and analyze texts related to history of Sino-Japanese relations.	✓	✓	✓	✓	✓	
Research paper	Students will use relevant materials to write papers as set by the instructor		✓	✓	✓	✓	n.a.

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
In-class/out-class individual and group participation and in-class short presentation	✓	✓	✓	✓	✓	25	
Group presentation	✓		✓	✓	✓	25	
Individual term paper		✓	✓	✓	✓	50	
Examination: 0% (duration: N/A , if applicable)						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In-class/ out-class individual and group participation and in-class short presentation	(1) engagement in discussion and debate Sessions; (2) application of the learned theories or concepts to the history of Sino-Japanese relations; (3) demonstration of good writing and oral presentational skills	Active engagement in in-class discussion, online discussion and debate session; Clear evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Excellent writing and oral presentation skills	Much effort putting in in-class discussion, online discussion and debate session; Some evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Good writing and oral presentation skills	Some effort putting in in-class discussion, online discussion and debate session; Adequate evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Fair writing and oral presentation skills	No effort putting in in-class discussion, online discussion and debate session; No evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Poor writing and oral presentation skills
2. Group Presentation	(1) application of relevant examples and materials; (2) evidence of critical thinking and creativity; (3) cooperation as a team; (4) persuasive presentation skills; (5) overall structure	Excellent knowledge of culture theories and key concepts on the history of Sino-Japanese relations; Strong evidence of critical thinking and creativity; Excellent team spirit and presentation skills; Excellent structure	Good knowledge of culture theories and key concepts on the history of Sino-Japanese relations; Some evidence of critical thinking and creativity; Good team spirit and presentation skills; Good structure	Adequate knowledge of culture theories and key concepts on the history of Sino-Japanese relations; Adequate evidence of critical thinking and creativity; Adequate team cooperation and fair presentation skills; Fair structure	Inadequate knowledge of culture theories and key concepts on the history of Sino-Japanese relations; No evidence of critical thinking and creativity; No evidence of team cooperation and poor presentation skills; Poor structure
3. Individual term paper	(1) knowledge of culture theories/ key concepts on the history of Sino-Japanese relations; (2) evidence of excellent and critical thinking about the key issues and debates concerning the history of Sino-Japanese relations (3) application of the relevant examples (4) question established concepts in recent research; (5) persuasive writing skills and overall structure of the paper.	Excellent knowledge of culture theories/key concepts on the history of Sino-Japanese relations; Strong evidence of critical thinking about the key issues and debates concerning the history of the Sino-Japanese relations; Strong ability to question established concepts in recent research and to apply relevant examples and materials; Excellent writing skill	High level of familiarity with culture theories/key concepts on the history of Sino-Japanese relations; Some evidence of critical thinking about the key issues and debates concerning the history of the Sino-Japanese relations; Good ability to question established concepts in recent research and to apply relevant examples and materials; Good writing skill	Satisfactory understanding of culture theories/key concepts on the history of Sino-Japanese relations; Adequate evidence of critical thinking about the key issues and debates concerning the history of the Sino-Japanese relations; Adequate ability to question established concepts in recent research and to apply relevant examples and materials; Fair writing skill	Very limited familiarity with culture theories/key concepts on the history of Sino-Japanese relations; No evidence of critical thinking about the key issues and debates concerning the history of the Sino-Japanese relations; Inadequate ability to question established concepts in recent research and to apply relevant examples and materials; Poor writing skill

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class/ out-class individual and group participation and in- class short presentation	(1) engagement in discussion and debate Sessions; (2) application of the learned theories or concepts to the history of Sino-Japanese relations; (3) demonstration of good writing and oral presentational skills	Active engagement in in-class discussion, online discussion and debate session; Clear evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Excellent writing and oral presentation skills	Much effort putting in in-class discussion, online discussion and debate session; Some evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Good writing and oral presentation skills	Some effort putting in in-class discussion, online discussion and debate session; Adequate evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Fair writing and oral presentation skills	Passive engagement in in- class discussion, online discussion and debate session; Little evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Marginal writing and oral presentation skills	No effort putting in in- class discussion, online discussion and debate session; No evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Poor writing and oral presentation skills
2. Group Presentation	(1) application of relevant examples and materials; (2) evidence of critical thinking and creativity; (3) cooperation as a team; (4) persuasive presentation skills; (5) overall structure	Excellent knowledge of culture theories and key concepts on the history of Sino- Japanese relations; Strong evidence of critical thinking and creativity; Excellent team spirit and presentation skills; Excellent structure	Good knowledge of culture theories and key concepts on the history of Sino- Japanese relations; Some evidence of critical thinking and creativity; Good team spirit and presentation skills; Good structure	Adequate knowledge of culture theories and key concepts on the history of Sino- Japanese relations; Adequate evidence of critical thinking and creativity; Adequate team cooperation and fair presentation skills; Fair structure	Limited knowledge of culture theories and key concepts on the history of Sino-Japanese relations; Little evidence of critical thinking and creativity; Limited evidence of team cooperation and Marginal presentation skills; Poor structure	Inadequate knowledge of culture theories and key concepts on the history of Sino-Japanese relations; No evidence of critical thinking and creativity; No evidence of team cooperation and poor presentation skills; Poor structure
3. Individual term paper	(1) knowledge of culture theories/ key concepts on the history of Sino- Japanese relations; (2) evidence of excellent and critical thinking about the key issues and debates concerning the history of Sino-Japanese relations (3) application of the relevant examples (4) question established concepts in recent research; (5) persuasive	Excellent knowledge of culture theories/key concepts on the history Sino- Japanese relations; Strong evidence of critical thinking about the key issues and debates concerning the history of the Sino-Japanese relations; Strong ability to question established	High level of familiarity with culture theories/key concepts on the history of Sino- Japanese relations; Some evidence of critical thinking about the key issues and debates concerning the history of the Sino-Japanese relations; Good ability to question	Satisfactory understanding of culture theories/key concepts on the history of Sino-Japanese relations; Adequate evidence of critical thinking about the key issues and debates concerning the history of the Sino-Japanese relations; Adequate ability to question established	Understanding of culture theories/key concepts on the history of Sino- Japanese relations; Little evidence of critical thinking about the key issues and debates concerning the history of the Sino-Japanese relations; Poor ability to question established concepts in recent research and to apply relevant examples and	Very limited familiarity with culture theories/key concepts on the history of Sino-Japanese relations; No evidence of critical thinking about the key issues and debates concerning the history of the Sino-Japanese relations; Inadequate ability to question established concepts in recent research and to apply

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	writing skills and overall structure of the paper.	concepts in recent research and to apply relevant examples and materials; Excellent writing skill	established concepts in recent research and to apply relevant examples and materials; Good writing skill	concepts in recent research and to apply relevant examples and materials; Fair writing skill	materials; Marginal writing skill	relevant examples and materials; Poor writing skill

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Cultural exchanges between China and Japan; Influences of Ancient China: Character, Literature, Philosophy, etc.; Confucianism and Neo-Confucianism; Japanization; Kokufu bunka (National Culture); Seclusion period; De-Asianization; Meiji Restoration and Westernization; Pan-Asianism; Imperialism; Colonialism; American Occupation; Territorial disputes; National Identity; Multiculturalism; Modernization

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Fogel, Joshua A. <i>The Cultural Dimension of Sino-Japanese Relations: essays on the nineteenth and twentieth centuries</i> . Armonk, N.Y.: M.E. Sharpe, 1995.
2.	Hsiung James C. (ed.). <i>China and Japan at Odds: deciphering the perceptual conflict</i> . New York: Palgrave Macmillan, 2007.
3.	Howe, Christopher. <i>China and Japan: history, trends, and prospects</i> . Oxford: Clarendon Press, 1996.
4.	Iriye, Akira. <i>The Chinese and the Japanese: essays in political and cultural interactions</i> . Princeton, N.J.: Princeton University Press, 1980.
5.	Iriye, Akira. <i>China and Japan in the Global Setting</i> . Cambridge, Mass: Harvard University Press, 1992.
6.	Jansen, Marius B. <i>Japan and China: from war to peace, 1894-1972</i> . Chicago: Rand McNally College Pub. Co., 1975.
7.	Linus Hagström and Björn Jerdén. "Understanding Fluctuations in Sino-Japanese Relations: To Politicize or to De-politicize the China Issue in the Japanese Diet". <i>Pacific Affairs</i> . Vol. 83, No. 4 (December 2010), pp. 719-739.
8.	Nosco, Peter. <i>Confucianism and Tokugawa Culture</i> . Princeton, N.J.: Princeton University Press, 1984.
9.	Peattie, Mark, Drea, Edward J., and Van de Ven, Hans (eds.). <i>The Battle for China: essays on the military history of the Sino-Japanese War of 1937-1945</i> . Stanford, Calif.: Stanford University Press, 2011.
10.	Toynbee, Arnold (ed.). <i>Half the World: the history and culture of China and Japan</i> . New York: Holt, Rinehart and Winston, 1973.
11.	Wan, Ming. <i>Sino-Japanese Relations: interaction, logic and transformation</i> . Washington, D.C.: Woodrow Wilson Center Press; Stanford, Calif.: Stanford University Press, 2006.
12.	Yahuda, Michael. <i>Sino-Japanese relations after the Cold War: two tigers sharing a mountain</i> . Abingdon, Oxon: Routledge, 2014.
13.	Yang, Daqing et al. (eds.). <i>Toward a History Beyond Borders: contentious issues in Sino-Japanese relations</i> . Cambridge, Mass.: Harvard University Asia Center, 2012.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Atwell, William S. "Some Observations on the "Seventeenth-Century Crisis" in China and Japan". <i>The Journal of Asian Studies</i> . Vol. 45, No. 2 (Feb., 1986), pp. 223-244.
2.	Cornell, Laurel L. "Infanticide in Early Modern Japan? Demography, Culture, and Population Growth". <i>The Journal of Asian Studies</i> . Vol. 55, No. 1 (Feb., 1996), pp. 22-50.
3.	Fogel, Joshua A. <i>The Role of Japan in Modern Chinese Art</i> . Berkeley: Global, Area, and International Archive, University of California Press, 2012.
4.	Fogel, Joshua A. <i>Maiden Voyage: the Senzaimaru and the creation of modern Sino-Japanese relations</i> . Oakland, California : University of California Press, 2014.

5.	Glahn, Richard Von. "Myth and Reality of China's Seventeenth-Century Monetary Crisis". <i>The Journal of Economic History</i> . Vol. 56, No. 2, Papers Presented at the Fifty-Fifth Annual Meeting of the Economic History Association (Jun., 1996), pp. 429-454.
6.	Gordon, Andrew. <i>A Modern History of Japan: from Tokugawa times to the Present</i> . New York: Oxford University Press, 2009.
7.	High, Peter B. <i>The Imperial Screen: Japanese Film Culture in the fifteen years' war, 1931-1945</i> . Madison, Wis.: University of Wisconsin Press, 2003.
8.	Hinner, Michael B. (ed.). <i>Chinese Culture in a Cross-cultural Comparison</i> . Frankfurt am Main : PL Academic Research, [2014]
9.	Huters, Theodore, Wong, R. Bin, and Yu, Pauline (eds.). <i>Culture & state in Chinese History: conventions, accommodations, and critiques</i> . Stanford, Calif.: Stanford University Press, 1997.
10.	Newby, Laura. <i>Sino-Japanese relations: China's perspective</i> . London: R.I.I.A.: Routledge, 1988.
11.	Ōba Osamu. Translated by Joshua A. Fogel. <i>Books and Boats: Sino-Japanese relations in the seventeenth and eighteenth centuries</i> . Portland, Me.: Merwin Asia, 2012.
12.	Richie, Donald. <i>A Tractate on Japanese Aesthetics</i> . Berkeley, Calif.: Stone Bridge Press, 2007.
13.	Rupert, Cox (ed.). <i>The Culture of Copying in Japan: Critical and Historical Perspectives</i> . London; New York: Routledge, 2008.
14.	Shirane, Haruo (ed.). <i>Traditional Japanese Literature: an anthology, beginnings to 1600</i> . New York: Columbia University Press, 2012.
15.	Swanström, Niklas and Kokubun, Ryosei (eds.). <i>Sino-Japanese Relations: rivals or partners in regional cooperation?</i> Singapore; Hackensack, NJ: World Scientific, 2013.
16.	Twitchett, Denis and Fairbank, John K (eds.). <i>The Cambridge History of China, Vol.1, 3, 7</i> . Cambridge: Cambridge University Press, 1978.
17.	Willnat, Lars and Aw, Annette (eds.). <i>Social Media, Culture and Politics in Asia</i> . New York, NY : Peter Lang, 2014.

Weekly Teaching Schedule (Topics):

- Week 1: Introduction: Studying Sino-Japanese Relations – Methods and Aims
- Week 2: Sino-Japanese relations before the Nara period: Historical and Religious Dimensions
- Week 3: Tang Dynasty and Japan: China-centered System in East Asia and the Radiation of Chinese Values
- Week 4: Transformation of Chinese Culture on Japanese Soil: National Culture in the Heian Japan
- Week 5: Trade and Cultural Exchanges between the 11th century and 16th century
- Week 6: Neo-Confucianism from China: Its Influences on Japanese Political and Cultural development
- Week 7-8: "Civilized" Japan vs. "Uncivilized" China? Relations between Japan and China from the Meiji Restoration to WWII.
- Week 9-10: Japan and China since Normalization in the 1970s: History Debates, Border Disputes and Global Economic Engagement
- Week 11-12: Group Presentations
- Week 13: Conclusion: The Essence of Sino-Japanese Relations and the Prospects for Bilateral Relations in the 21st century