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**Education**  
**National Research University 'Higher School of Economics'**  
**Faculty of World Economy and International Affairs**  
**School of Asian Studies**

**Master's Program**  
**in Socioeconomic and Political Development of Modern Asia**

**Syllabus for the course**  
**METHODOLOGY OF CONTEMPORARY ASIAN STUDIES**

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**in Socioeconomic and Political Development of Modern Asia**  
**Academic Director of the Program**  
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## 1. COURSE DESCRIPTION

### a. Title of the Course

Methodology of Contemporary Asian Studies

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### b. Pre-requisites

Required academic background for the course includes essential knowledge of the main aspects world history, geography, politics, economy and culture, also of research methodology on the Bachelor level. The expected entry level knowledge does not imply special background in Asian studies.

### c. Course type

Compulsory

### d. Abstract

This course will introduce students to sociopolitical research methods and familiarize them with the tools and techniques that scholars use to study the history of East Asia. Students will learn about the process of modern historical inquiry and gain a better understanding of the diverse resources that historians use to conduct research.

The course concentrates on particular themes and periods, and will be structured topically. The first unit will focus on research methodology and examine how and why historians conduct research in Social and Political History. The second unit will study a variety of historical thought and writing in East Asia, within social and political contexts, which will represent examples of the major historiographical schools, their tools, methods and ideas as developed over time. The third unit focuses on the technical skills that historians employ when conducting research with primary materials and on different historical resources that can be used for historical research in Social and Political History of East Asia. During the fourth unit students will conduct their own research with close guidance from the instructor and write extensive, richly-documented research papers.

The course encourages students to evaluate their studies in the light of their knowledge of historical thought. It provides students with the methodological training they require to orient their research strategies in an increasingly interdisciplinary field. In the course they study works by a different historians, philosophers and social analysts and form their own judgments about them. The course is taught by lectures and seminars. Through a wide-ranging series of seminars students will develop a meaningful familiarity with the interpretive strategies and secondary materials that define major approaches in current historical scholarship. Weekly discussion of the assigned readings for each seminar, moderated by the course instructor, will support class cohesion. The course is focused also on student papers, which will comprise a part of their major thesis. Student feedback is by means of questionnaire and individual discussion.

## 2. COURSE OBJECTIVES

The main aim of this course is to provide new graduate students from the Department of Asian Studies with an introduction to sources, approaches and methodologies in Social and Political History of East Asia.

## 3. STUDENT LEARNING OUTCOMES

In doing so, this course seeks to:

1. Encourage a critical understanding of different historical methodologies and historiographic tendencies in Social and Political History of East Asia.
2. Develop a knowledge of historiographical issues and their importance for contextualizing research.
3. Develop an apprehension of the interaction between sources and historical interpretation.
4. Develop a cognition of how different types of sources can be combined to address specific historiographical problems.
5. Enhance students' ability to deal with some practical issues of historiography and historical research at a graduate level including problems of effective academic writing.
6. Enable students to engage with the wider debates of in the field of historical study.
7. Encourage students to seek a sound theoretical and epistemological foundation for their own work within the field.

### **Activities:**

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

### **3.1. Attendance and Participation**

*Student Learning Outcome #6: Enable students to engage with the wider debates of in the field of historical study.*

Participation in class discussions is intended to allow students to talk about issues pertaining to the topics at hand concerning various aspects of historiography and historical methodology, and will serve to inform the instructor about how well students are absorbing course content. They will also allow students to further develop and refine skills in scholarly debating, as they will be required to answer questions posed by the instructor and by their classmates in coherent and insightful ways.

### **3.2. Analysis of a Historical Text (Secondary Source)**

*Student Learning Outcome #1 & #2: 1. Encourage a critical understanding of different historical methodologies and historiographic traditions of Social and Political History of East Asia. 2. Develop a knowledge of historiographical issues and their importance for contextualizing research.*

Students will prepare upon assessment of a 3000-3500-word research paper that provides a critical study of the methodology (or methodologies) that distinguishes a particular "school" of historical scholarship or particular scholar in East Asian history. Individual topics will be chosen by the student and will be subject to approval by the course Instructor.

### **3.3. Document Analysis**

*Student Learning Outcomes #3 & #4: 3. Develop an apprehension of the interaction between sources and historical interpretation. 4. Develop a cognition of how different types of sources can be combined to address specific historiographical problems.*

Students will complete a written analysis of a primary source document on East Asia history which will be chosen by the student and be subject to approval by the course Instructor. Emphasis must be focused on placing the document in its historical context, which will require

external research, mainly in the relevant secondary historical literature, as well as explaining the meaning and significance of the document itself.

### 3.4. Research Paper

Student Learning Outcomes #5 & #7: 5. Enhance candidates' ability to deal with some practical issues of historiography and historical research at a graduate level including problems of effective academic writing. 7. Encourage students to seek a sound theoretical and epistemological foundation for their own work within the field.

The research paper is designed to allow the student to explore in greater depth and detail a particular aspect of history through substantial consultation of outside primary and secondary source materials, the latter particularly in the form of scholarly books and articles. Students will receive advanced instruction in researching and writing academic essays, and upon completion of the rough draft, will present the results of their work to the class.

## 4. COURSE OUTLINES

Week	Topic	Total hours for the topic	Total class hours		Self-study
			Lectures	Seminars	
1	Methodology of Sociopolitical Research: Concepts, Problems, Methods of Research	20	6	2	12
2	Contemporary Methods in Sociopolitical Research	18	4	2	12
3	Theories of International Relations. International Relations in East Asia.	18	4	2	18
4	Historiography of East Asia	24	4	10	12
5	Reading Primary Sources. Documents related to East Asia.	30	4	10	16
6	Creating a Research Project	34	2	10	22
		152	24	36	92

### 4.1. Calendar

1	Lecture	Reading	Seminar	Work on Research Project
<b>1. Methodology</b>				
1	Methodology of Sociopolitical Research: concepts, problems, methods of research	<i>Iggers G. G., Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge.</i>		

2	Contemporary methods in Sociopolitical Research	<i>Iggers G. G., Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge.</i>	Areas and Methods of Sociopolitical Research. Different Schools of Historiography	Topic, hypothesis and contents of the research
3	Theories of International Relations. International Relations in East Asia	<i>Iggers G. G., Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge.</i>	Contemporary methods in Sociopolitical Research. Representatives of main trends	
4		<i>Jackson R., Sorensen G. Introduction to International Relations: Theories and Approaches.</i>	Written multiple choice test: International Relations in East Asia	Build a Bibliography for the Research
<b>2. Historiography</b>				
5.	Historiography of East Asia	<i>Iggers G. G., Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge..</i>	East and West Historiography of East Asia	
6	Historiography of East Asia	<i>Iggers G. G., Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge..</i>	East and West Historiography of East Asia	Historiography for the Research project
<b>3. Primary Sources</b>				
7	Reading Primary Sources. Documents related to East Asia.	<i>Galgano M. J., Arndt J. Ch., Hyser R. M. Doing History: Research and Writing in the Digital Age.</i>	Reading and interpretation of texts	
8		<i>Galgano M. J., Arndt J. Ch., Hyser R. M. Doing History: Research and Writing in the Digital Age.</i>	Reading and interpretation of texts	Primary Sources for the Research Project
<b>4. Presentation of a Research Project</b>				
9	Creating a Research Project	<i>Galgano M. J., Arndt J. Ch., Hyser R. M. Doing History: Research and Writing in the Digital</i>	Creating a Research Project	Polished Draft and Research Materials Due

		Age.		
10	Projects Presentation			
11	Projects Presentation			
12	Final Exam (tba)			

## 4.2. Course Program

### 1. Methodology of Sociopolitical Research: Concepts, Problems, Methods Of Research

**Methodology.** Methodology of history. Subject of history. Etymology. Field of research. Particular studies and fields. Areas of study. Philosophy of history.

**Historical method.** Historiographical traditions in the world. History in the Ancient Europe. Historical traditions in the Medieval Europe.

**The Emergence of History as a Professional Discipline.** *Western Historiography.* The emergence of an Enlightenment worldview. Critical historical scholarship. Enlightenment Historiography. German forms of Enlightenment. From Universal History to Eurocentric ideas of Progress. *The Middle East.* The rise of Islam and the emergence of Muslim historiography. Main trends in Muslim historiography. The decline of the Muslim world and Muslim historiography. *India.* Western views on Indian historical consciousness. Indian forms of historical writing. Social and intellectual transformations in India during the early modern period.

**The advancement of nationalism and nationalist history (1789-1848).** *European historiography.* Romanticism. The impact of emergent nationalism. The relationship between professional scholarship and nationalism. The liberal interpretation of the Middle Ages. The colonial perspective. The decline of liberalism in Historiography. Ideas of progress and of crisis. Hegel's philosophy of history. The relation between nationalism and transfiguration of *Muslim Historiography.* The "Encyclopedist" and "Neo-Chroniclers". Nationalism and transfiguration of *Indian Historiography.* The emergence of a modern historical consciousness. Religious revivalism and the search for a glorious past. The genesis of the rationalist nationalist paradigm. The emergence of economic nationalism.

**The shaping of the historical profession.** The cult of science and the nation-state paradigm(1848-1890). The turn to "scientific" history. The reorientation of historical studies (1890-1914). The existential crisis of modern civilization. The critique of rationality and modernity (1918-1939).

**The request of nationalist history around the world.** Nationalist history in the Middle East: Ottomanism, Turkism and Egyptianization. The role of religion in nationalist Historiography in India. Post-independence Historiography. Towards a social society history.

### 2. New Methods in Sociopolitical Research

**Historiography of the Cold War(1954-1970).** Varieties of social history in the West. France:the *Annales*. The United States: the reorientation from *consensus* to the *New Left*. Germany: the turn from *Historicismus* to a critical historical social science. Marxist historiography between orthodoxy and new directions.

**The cultural turn and postmodernism (1970s – 1980s).** From social science history to cultural turn. Micro-history, the history of everyday life, historical anthropology. Oral history and the history of memory. The “history workshop” movement. Feminist and gender history.

**Postcolonialism.** The *Subaltern Studies*. Latin America: the turn from *Dependencia* theory to *Subaltern Studies*. The birth of modern historiography in Sub-Saharan Africa. The linguistic turn and Postmodernism.

**Islamic historiography.** Globalizing Islamic historiography. The relation between history and historiography. Edward Said and the critique of *Orientalism*. The rise of Marxism and socialism. The Islamic revival: Islamism and nationalism. The challenges to national historiography.

**Historiography after the Cold War (1990-2012).** The globalization of the world. The reorientation of historical studies. The cultural and the linguistic turn. Feminist and gender studies. Redefining the relations between history and the social sciences. New challenges to nationalist history. World history, global history and history of globalization.

### ***3. International Relations Theories. International Relations in East Asia.***

**International relations and the Changing Contemporary World.** The alliance of history and international relations. The theories and history of international relations. The early study of international relations: utopian liberalism. Realism and the *Twenty Years' Crisis*. The voice of Behaviorism in International relations. Neoliberalism: institutions and interdependence. Neorealism: bipolarity and confrontation. International Society: The English School of international relations theory. International political economy. Alternative approaches to international relations.

**Realism.** Classical realism (Thucydides, Machiavelli, Hobbes and the *Security Dilemma*). Neoclassical realism of Morgenthau. Schelling and strategic realism. Waltz's Neorealism. Neorealist *Stability Theory*. Realism and the Cold War: the issue of NATO. Critiques of realism.

**Liberalism.** Basic liberal conjectures. Sociological liberalism. Interdependence liberalism. Institutional liberalism. Republican liberalism. Neorealist critiques of liberalism (The retreat to weak liberalism. The counterattack of strong liberalism).

**International society.** Basic International society assumption. The Three traditions: theory and practice. Order and justice. Statecraft and responsibility (National, international, humanitarian responsibility). Critics of International society.

**International political economy.** Mercantilism. Economic liberalism. Marxism. Classical theories combined. The debate on US hegemonic stability. Development and underdevelopment in the Third World. Economic globalization and a changing role for states.

**Methodological debates.** The Behavioral revolution. The classic approach strikes back. Positivist methodology in International relations. Post-Positivism (Critical theory, Postmodernism, Constructivism, Normative Theory).

**New Issues in International relations.** The Environment. Gender. Sovereignty.

### ***4. Historiography of East Asia***

**The origins of the historiography.** Shamanism and history: the origin of the “shi”. The emergence of Confucian historiography. The History Bureau and Dynastic history. The growth and influence of Dynastic historiography. The development of evidential learning.

**From the decline of Confucian historiography to the establishment of the modern historical profession in East Asia.** Accommodation to Western influence. Civilization and history: a new worldview. The relations of the old and new. Gerge Zerffi, Ludwig Reiss and the Rankean influence in Japan. Japan's "Orient" and the transformation of the Sinitic world.

**Modern historiography in the East Asia: nationalism, scientism and Marxism.** "New historiography" in China. The tension between national history and scientific history. Modifying the Rankean model: national history in Japan. Myth and history in search of the origin of the Korean nation. War and revolution: the development of Marxist historiography in Japan, China, Vietnam.

**The genesis of Marxist historiography in East Asia.** The reform of historical education and writing in post-war Japan. The dominance of Marxist historiography in the People's Republic of China. Challenges to Marxist historiography and Eurocentrism. Academic history of Vietnam between Marxism and nationalism. The resurgence of national history. Japanese historiography; the influence of the *Annales* school and postmodernism. Alternatives to Marxist historiography in China.

## ***5. Reading Primary Sources. Documents Related to East Asia.***

**Primary Sources.** The difference between primary and secondary sources.

**Source Types and Their Applications.** Written primary sources. Official documents (Government documents. Documents of political parties. Diplomatic documents). Private documents (Correspondence. Diaries. Memories and autobiographies. Wills and inventories). Statistical records. Newspapers and periodicals. Other primary sources. Oral interviews. Photographs and maps. Artifacts.

**Evaluating Primary Sources.** Evaluating written evidence (Author, point of view, audience, purpose, tone and language, significance). Characteristics in evaluating official documents. Peculiarities in evaluating government documents, documents of political parties, diplomatic documents. Evaluating private documents. Peculiarities in evaluating correspondence, diaries, memories and autobiographies, wills and inventories. Evaluating statistical records, newspapers and periodicals. Evaluating oral evidence. Evaluating visual evidence. Final elements of analysis. Primary sources in the Internet.

**Primary sources related to East Asia.**

## ***6. Creating a Research Project***

**The Problems of historical inquiry.** Hypothesis and theory. Research, analysis, writing. Locating the sources. Choosing a topic. Prospectus. Research trail.

**Tools for Analysis.** Primary and secondary sources.

**Secondary Sources.** Historical context. Historiographical context. Critical reading of the secondary source. Reading for historical context. Reading for historiographical context. Reading for sources. Taking notes. The review of a book. Bibliography. The annotated bibliography. Bibliographic note card. Historical reference books. The Internet – opportunity and problems.

**Writing.** Beginning the writing process (Early writing. prospectus). The Short informal essay. The first paragraph. Types of writing (Narration. Description. Interpretation. Persuasion). Organization. The First draft. Revisiting and editing. The Oral presentation.

**Finishing the Paper.** Footnotes (Why do researchers footnote. What and how?) Historiographic footnote. Explanatory footnote. Bibliography. Examples of bibliographical citations. Annotated bibliography. Bibliographical essay. Historiographical essay. Primary sources description. Final checklist.

## 5. READING LIST

### 5.1. Textbooks Required

These books are intended both to provide students with important factual and background information and to be used as review and reference work. Before class, according to the printed class schedule, students should read the chapters or pages assigned. It is highly recommended that they use other textbooks as reference works.

*Iggers G. G.* *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge.* Wesleyan University Press. 2005.

<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1021445&query=iggers>  
ProQuest Ebook Central - Academic Complete 2012

*Jackson R., Sorensen G.* *Introduction to International Relations: Theories and Approaches.* Oxford : Oxford Univ. Press, 2010.

<http://eds.a.ebscohost.com/eds/detail/detail?vid=9&sid=f8e79bc5-2704-4506-a839-ab6be27969e1%40sessionmgr4006&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=edswao.312277741&db=edswao>

*Galgano M. J., Arndt J. Ch., Hyser R. M.* *Doing History: Research and Writing in the Digital Age.* 2008.

<http://eds.b.ebscohost.com/eds/detail/detail?vid=6&sid=02c042d3-47f6-4c8e-b015-44761bb5f45a%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=edsbas.CF7D6EF6&db=edsbas>

### 5.2. Supplemental Reading

1. *Stuchtey, Benedikt, Fuchs, Eckhardt* *Across Cultural Borders: Historiography in Global Perspective.* Rowman & Littlefield Publishers. 2001.  
URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1369041&query=Across+Cultural+Borders>  
ProQuest Ebook Central - Academic Complete 2001
2. *Weller, R.* *Charles* *21st-Century Narratives of World History: Global and Multidisciplinary.* Perspectives Palgrave Macmillan Ltd. 2017.  
URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=21st-Century+Narratives+of+World+History>  
Springer eBooks (Complete Collection 2017). 2017.
3. *Pérez-García, Manuel.* *Introduction: Current Challenges of Global History in East Asian Historiographies.* Palgrave Macmillan, 2018.

URL: <http://eds.a.ebscohost.com/eds/detail/detail?vid=14&sid=f8e79bc5-2704-4506-a839-ab6be27969e1%40sessionmgr4006&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=edsbas.594C4F62&db=edsbas>

4. *Hafez, K.* Islamic World and the West: An Introduction to Political Cultures and International Relations. Brill. 2000.

URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=253462&query=Introduction+to+International+Relations>

## 6. GRADING

**Attention:** the grade for final assessment task is of **blocking nature**. In case of a failing grade, it is equal to the overall grade.

Lecturer grades the work performed in class (on lectures and seminars) as well as independent work of the student. Scores in decimals are rounded arithmetically.

Grades are allotted on the scale of 10:

10, 9, 8 – «excellent»,

7, 6 – «good»,

5, 4 – «satisfactory»,

3, 2, 1 – «fail»

with course elements weighted accordingly:

$$\text{Overall Score} = 0,4 \cdot S_{\text{final assessment}} + 0,2 \cdot S_{\text{routine assessment}} + 0,2 \cdot S_{\text{independent work}} + 0,2 \cdot S_{\text{class work}}$$

## 7. GUIDELINES FOR KNOWLEDGE ASSESSMENT

### 7.1. Core Knowledge and Core Competencies

At the end of this course students should be able to:

1. Show their understanding the research methods employed by historical professionals by active participation in class discussions.
2. Manifest, in seminar discussions, short written assignments, and book reviews the ability to understand, synthesize and, analyze the history of the East Asia.
3. Demonstrate, verbally and through written assignments, a critical use of primary sources on East Asia, understanding of historical content, and the ability to synthesize and analyze historiography;
4. Present their original research that meets the standards of the historical profession (which might be a part of their MA thesis) based on the extensive use of primary sources.

### 7.2. Assessment scheme

Type of assessment	Mode of assessment	1 year	Description
		1,2 module	
Pre assessment	Quiz	5 <sup>th</sup> week of 1 <sup>nd</sup> module	Written multiple choice test Duration – 45 minutes
Final assessment	Final exam	Last week of 2 <sup>nd</sup> module	Written test Duration – 60 minutes

### 7.3. Assessment criteria

Students will have to take one final exam. The final exam will consist of questions related to general knowledge of methodology of history and the social sciences, of historiography of East Asian region and primary sources acquired from the studies in the Core.

The pre-assessment multiple choice questions are designed to test what students know about the concepts covered in the module of teaching methodology. Answering these questions correctly will be a good indication of student's grasp of the subject matter covered in this module.

Each question is worth 0.4 points, and the test score is calculated as follows:

*Test score =  $n \cdot 0.4$* ; where *n* is the number of correct answers.

Results of the pre-assessment test and the final exam are calculated by the lecturer according to set criteria that correspond with the general and professional assessment specified above.

### 7.4. Course and University Procedures/Policies

#### Academic Honesty

It is the policy of the University, of the Department of Asian Studies, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is considered as the deliberate use of another's work and claiming it as student's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). Anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.

The instructor's evaluative judgment of tests and exams is final, and will not be subject to revision except in cases of mathematical error.

#### Communication and Support

Office hours are given at the top of this syllabus. Arrangements can be made if a student cannot meet with the instructor during regular office hours for consultations. Email is the most reliable method of reaching the instructor outside of the office. Expect a reply within 24 to 48 hours. Students may also reach the instructor by phone during office hours.

#### Class Participation & Attendance

Participation and attendance are necessary because lecture and seminar provide the essentials for achieving class goals and objectives. Thus a portion of student's grade will depend on in-class performance and presence, aside from graded quizzes, exams and papers. Students are required to attend each class, arrive on time, remain attentive, maintain proper classroom decorum, respond to questions and participate in discussion. Students are encouraged to take notes and ask questions.

#### Deadlines

Meeting due dates are an important aspect of school work. Without an acceptable excuse, late papers/projects will receive zero points for that assignment.

**8. Methods of Instruction:** lecturing, discussions, case studies

**9. Special Equipment and Software Support:** laptop, projector