

## **HIS 216: Civilizations of Asia (Fall 2016)**

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(This is the best way to contact me. I check email at least once every day Monday through Friday. I rarely check email on the weekends. Please be patient as it may be 48 hours before I can respond.)

**Office:** MHRA 2106 (By appointment only)

### **I. Course Description - - What is this course about?**

This course covers East Asia and its interactions with Europe and the United States from 1800 to the present. We will focus primarily on China, Japan, Korea, and Vietnam and how each country responded to foreigners from the West. These countries frequently appear in current events, yet we often fail to understand why East Asia matters. Thus, our primary question in this course will be, **“After 1800, as European and American encroachment increased in East Asia, did these foreign powers have a positive or negative impact on the region?”**

In order to answer the above question, we will investigate the impact Christianity has had on East Asia; economic ties between East and West; military conflicts that have taken place; the roles of nationalism and communism in shaping East Asian government, culture, and identity; and finally the human rights violations that have occurred and continue to occur throughout the region, especially in China. By the end of the course, students should be able to point to significant historical events that have shaped East Asia into what it is today.

In addition to learning historical content about East Asia, students will also practice historical thinking skills in order to make sense of the past. These skills help students better understand primary sources by looking at who created the source and when (sourcing), what else was happening around the time the source came into existence (contextualization), what is the most significant information contained in the primary source (close reading), and how to reconcile contradictions between primary sources that cover the same topic (corroboration).

### **II. Student Learning Outcomes (SLOs) - - Why am I in this course?**

Students who spend at least **two** hours a day outside of class completing all reading and writing assignments, who actively engage in the material, and are *thinking* about and *reflecting* on what they are reading and writing will . . .

- A. Trace the development of key events in the history of East Asian civilizations in the nineteenth and twentieth centuries.
- B. Distinguish between primary and secondary sources.
- C. Utilize historical thinking skills (i.e. sourcing, contextualization, close reading, etc.) to analyze primary sources effectively.
- D. Communicate ideas about the past coherently and engagingly in written work.

### **III. Required Materials - - What do I need to buy?**

Holcombe, Charles. *A History of East Asia: From the Origins of Civilization to the Twenty-First Century*. New York: Cambridge University Press, 2010. ISBN: 9780521731645.

**\*\*\*Other required readings will be available online, either through Canvas or external websites. Not having the readings will not excuse students from completing assignments on time.\*\*\***

#### IV. Teaching Strategies - - How is this course different from others?

##### **Teams**

In order to improve student learning and build community in our class, students will complete many assignments and discussions in teams. Please get to know each other as best you can, as it will make our course more enjoyable for everyone.

#### V. Rules & Policies - - How do I respect myself and my classmates in this course?

It is absolutely vital that you display an attitude of respect and professionalism while in this class, especially since it's online. You should always show respect toward yourself, your classmates, and the instructor by posting appropriate comments on the discussion board. You demonstrate your professionalism by turning in assignments on time, following all rules and procedures, and taking your education seriously.

##### **Attendance**

Even though this is an online course, and we are not meeting at a scheduled time in a face-to-face classroom, please log in to Canvas every day to check the Announcements & the Discussion Board. ***If unfortunate circumstances, such as illness or death in the family, prevent you from checking Canvas, then please contact me via email ASAP.***

##### **Make-up Work**

There is no make-up work in this course. All quizzes and discussions are available online for several days or weeks at a time. Anyone asking for special treatment will be referred to this policy.

##### **Late Work**

No late work will be accepted. All the deadlines are listed on Canvas. Assignments must be submitted by 11:59 p.m. Eastern Time. Failure to turn in work on time will result in a zero. Students who have special circumstances preventing them from turning in an assignment on time should, whenever possible, communicate that information to the instructor **before** an assignment is due.

##### **Technical Problem Policy**

Students are responsible for obtaining and maintaining reliable Internet access. Internet access is available at libraries, schools, hotels, and coffee shops worldwide. No extensions will be granted due to lack of Internet access. If you have a technical problem, such as a crash or lockup, while taking a quiz, email me so that I can assist you. ***If you wait until the day an assignment is due, you assume responsibility that a technical problem may preclude you from completing the work on time. Those who ask for an extension will be referred to this policy.***

##### **Academic Integrity**

All students are expected to abide by the university's Academic Integrity Policy. Please visit the following link: Academic Integrity Policy: <http://academicintegrity.uncg.edu/complete/>. ***Students who violate this policy not only disrespect themselves, their classmates, and this university, but they also risk receiving a grade of F on an assignment, an F for the course, or being expelled from the university.***

##### **E-mail Policy**

I will reply to student e-mails within 48 hours, Monday-Friday. In order to ensure a reply, students must only use university e-mail accounts (no Gmail, Yahoo, etc.). Also, please keep in mind that we will use email in a professional manner in this class. Make sure that your e-mail message to me includes:

- the course number and section in the subject line, with a concise and clear description (e.g., HIS 216 – Family Emergency)
- a formal greeting (such as, "Dear Mr. Ross,") and a formal closing (e.g., "Sincerely,")
- your first and last name

**Disabilities**

Students with **documented** learning disabilities should contact the instructor and present appropriate documentation as soon as possible.

**VI. Grading Policies - - How will my performance be assessed?**

Students earn grades based on the work they submit. Work that meets the minimum requirements is average, which is a C. Work that does not meet the minimum requirements is either a D (“Below Average”) or an F (“Unsatisfactory”). Work that goes above the minimum requirements is either a B (“Above Average”) or an A (“Excellent”).

**Grading Scale**

A+ 100-97	B+ 89-87	C+ 79-77	D+ 69-67	F = 59 and below
A 96-93	B 86-83	C 76-73	D 66-63	
A- 92-90	B- 82-80	C- 72-70	D- 62-60	

**Types of Assignments & Grade Breakdown for the Course**

Assignment	%	Learning Outcome
<b>Discussion / Participation</b> Students should participate in all discussions. I evaluate students' discussion / participation grades using the following criteria:  <b>5</b> = Contributes readily to the conversation without dominating it, makes thoughtful comments and/or asks provocative questions that are relevant and advance the discussion, shows interest in and respect for others students' views by responding to their posts, incorporates information from course readings and outside sources, writes posts that are a joy to read and respond to <b>4</b> = Makes useful and relevant comments (though they could be more original or sophisticated), shows interest in and respect for other students' views by responding to their posts, may occasionally dominate the conversation, incorporates information from course readings and may even reference outside sources <b>3</b> = Participates minimally, follows instructions but does little more, may dominate the conversation, may not show interest in or respect for other students' views by not responding to their posts, may make token references to course readings that give the appearance of critical thinking/analysis <b>2</b> = May not participate consistently, may not follow instructions, comments may be off topic, distracting, and/or nonsensical, may not interact with the instructor's or other students' posts <b>1</b> = Does not participate in any meaningful way, fails to follow instructions or does not submit work on time, may violate the university's academic integrity policy  <b>NOTE:</b> This is a subjective grade based on my evaluation of your discussion / participation. I look at how often you post, but also the quality of what you have to say. If you have a lot of posts but say very little, then your grade will be lower. Make your posts meaningful and thought-provoking. Students may contact the instructor at any time to ask about this grade.	25%	A,B,C,D
<b>Quizzes</b> The quizzes cover material from the textbook readings. Each quiz is made up of multiple-choice questions. There is <u>no time limit</u> on these quizzes, so students should look at these questions before reading the chapter so that they will know what to focus on. However, you may only take each quiz <u>once</u> , so be certain to take thorough notes on each chapter.	25%	A
<b>Thinking Like a Historian (TLAH)</b> These assignments ask students to work in their teams in order to analyze a series of sources using historical thinking skills (i.e. sourcing, contextualization, close reading, corroboration, etc.). There are 3 of these in total, corresponding to the 3 modules on China, Japan, and Korea & Vietnam. I will provide each team with feedback on the first two assignments (so long as you submit them on time).	25%	A,B,C,D
<b>Portfolio</b>	25%	A,B,C,D

The portfolio is the final course assignment that is designed to assess everything we have learned in this course, both content and historical thinking skills. Each team will choose a current event that relates to our course and explain why it is significant. In order to do this, team members will need to go back to at least 3 primary sources we looked at and provide historical context for this current event. These primary sources may help to back up the information in the current event, or they may contradict it. Either way, each team will provide a thoughtful and clear analysis that accurately explains why the event matters in light of what you have learned about East Asia's history.

The portfolio will ...

1. Contain a current event on East Asia with a complete citation (source)
2. Incorporate at least 3 primary sources we examined that relate to the current event (context)
3. Analyze the current event and the primary sources (close reading)
4. Explain any discrepancies between the current event and the primary sources (corroboration)

**NOTE:** With the exception of choosing the current event, the elements of your team's portfolio should come from assignments and readings that you have already completed in the course. There is no need to conduct additional, outside research.

### VIII. Course Calendar\* -- What are the assignments, and when are they due?

The course calendar below breaks up the course into 5 modules and lists the reading assignments, quizzes, and discussions for each one. Please note that while the first module looks at East Asia as a whole, the remaining modules focus on a specific country from the 1800s up to the present. As a result, there will be some overlap between modules, but hopefully this will reinforce the material.

There is a lot of reading in this course. Please do not feel like you have to read every word and understand every person, place, event, or idea. Instead, what did you take away from the readings? What struck you as interesting, odd, or confusing? Focus on what stands out to you and use that information to participate in the online discussions.

**\*NOTE:** I reserve the right to modify the course calendar in order to improve student learning. I will announce any changes in advance.

#### Module 1: Introductions (August 22 to September 2)

Pre-course survey

Quiz – Pre-test Multiple Choice

Discussion - Past Experience in History Classes

Quiz - Syllabus

Discussion - Ice Breaker

Discussion - Defining East Asia

Discussion - Does East Asia matter?

Quiz - Holcombe, Introduction (pp. 1-10) & Chapter 1 (pp. 11-28)

Quiz - Holcombe, Chapter 6 (pp. 160-188)

#### Module 2: China (September 6 to September 30)

READINGS:

China in the 1800s

- Introduction
- Primary vs. Secondary Sources
- Opium War (1839-1842)

- Opium War –Treaty of Nanjing
- Taiping Rebellion (1850 – 1864)
- Sino-Japanese War (1894 – 1895)
- Boxer Uprising (1899 – 1901)

**ASSIGNMENTS:**

- Quiz – Holcombe, Chapter 7 (pp. 190-207)
- Discussion
- Thinking Like a Historian #1 – Boxer Uprising

**READINGS:**

**China from 1900 to 1949**

- Nationalism
- Communism
- Chinese Civil War, 1945 – 1949

**ASSIGNMENTS:**

- Quiz – Holcombe, Chapter 8 (pp. 230-244)
- Quiz – Holcombe, Chapter 9 (pp. 255-270)
- Discussion

**READINGS:**

**China since 1949**

- Great Leap Forward, 1958 – 1962
- Cultural Revolution, 1966 – 1976
- Tiananmen, 1989

**ASSIGNMENTS:**

- Quiz – Holcombe, Chapter 12 (pp. 313-347)
- Discussion

**Module 3: Japan (October 3 to October 31)**

**READINGS:**

**Japan in the 1800s**

- Introduction to Japan
- America Arrives & The Harris Treaty
- Meiji Restoration
- Meiji Constitution
- Sino-Japanese War: Redux (1894 – 1895)

**ASSIGNMENTS:**

- Quiz – Holcombe, Chapter 7 (pp. 213-227)
- Discussion

**READINGS:**

**Japan from 1900 to 1945**

- Russo-Japanese War, 1904 – 1905
- World War I and the Paris Peace Conference
- Second Sino-Japanese War, 1937 – 1945

- THE BOMB (& Remembering the Bomb)

**ASSIGNMENTS:**

- Quiz – Holcombe, Chapter 8 (pp. 244-253)
- Quiz – Holcombe, Chapter 9 (pp. 255-262, 270-275)
- Discussion
- Thinking Like a Historian #2 – Rape of Nanjing

**READINGS:**

**Japan since 1945**

- American Occupation
- U.S.-Japanese Relations
- Japan's Economic Recovery

**ASSIGNMENTS:**

- Quiz – Holcombe, Chapter 10 (pp. 277-294)
- Discussion

**Module 4: Korea & Vietnam (November 1 to November 30)**

**READINGS:**

**Korea & Vietnam in the 1800s & Early 1900s**

- Introduction – Korea & Vietnam
- Korean Independence?
- Vietnamese Independence?
- Vietnam – From Tributary to Colony
- Vietnam – Under the Imperialist Gun

**ASSIGNMENTS:**

- Quiz – Holcombe, Chapter 7 (pp. 207-213)
- Quiz – Holcombe, Chapter 8 (pp. 244-249)
- Discussion

**READINGS:**

**Korea & Vietnam since 1945**

- Korean War
- North Korea
- South Korea
- Vietnam War

**ASSIGNMENTS:**

- Quiz – Holcombe, Chapter 11 (pp. 295-312)
- Discussion
- Thinking Like a Historian #3 – My Lai Massacre

**Module 5: Portfolio & End of the Course (December 1 to December 12)**

**Concluding Thoughts**

**Quiz – Post-test Multiple Choice**

**End of Course Evaluation**

***Monday, December 12 – Portfolio DUE on Canvas by 11:59 p.m.***