

HIS 216: Civilizations of Asia (Spring 2017)

Instructor: Joseph A. Ross

Email: jaross@uncg.edu (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, what role did European countries and the United States have on East Asia’s development?”**

In order to answer the above question, we will investigate the impact Christianity has had on East Asia; economic ties between the East and the 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In addition to learning historical content about East Asia, students will practice historical thinking skills in order to make sense of the past. These skills help students better understand historical document by looking at who created the source and when (sourcing), what else was happening around the time the source came into existence (contextualizing), what is the most significant information contained in the source (close reading), and how to reconcile contradictions between sources that cover the same topic (corroborating).

II. General Education Historical Perspectives 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. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives
- D. Use evidence to interpret the past coherently, orally and/or in writing.
- E. Utilize information technology to find credible sources of information

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

1. 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.
2. Students will need to buy a packet of primary sources at Copy King in Greensboro (611 W. Gate City Blvd., near Tate Street). I suggest getting a 3-ring binder and placing the readings in there, since we will discuss these readings in class throughout the semester.

*****Other readings will be posted on Canvas. 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?

Be respectful and professional while in this class. Show respect toward yourself, your classmates, and the instructor by coming to class prepared. Demonstrate your professionalism by turning in assignments on time, following all rules and procedures, and taking your education seriously.

Attendance

Students should attend every class unless illness or unforeseen circumstances prevent them from doing so. Please do not come to class if you are sick. Students may miss 3 classes for any reason. After 3 absences, each additional absence will result in a drop of 1/3 of a letter grade from your overall course average. Also, please remember to log in to Canvas regularly to check the Announcements & the Discussion Board. ***If unfortunate circumstances, such as illness or death in the family, prevent you from attending class, please email me.***

Make-up Work

There is no make-up work or extra credit in this course. All assignments and due dates are listed on the syllabus. Students must plan ahead in order to manage the workload and complete all assignments. Anyone asking for special treatment will be referred to this policy.

Late Work

No late work will be accepted. All deadlines are on the syllabus. 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, contact me **before** the due date.

Technology

Technology is **not permitted** in class. Please put away all cell phones, tablets, laptops, and other electronic devices at the beginning of class. These items can be very distracting to other students, the instructor, and even yourself. Students who do not abide by this policy may be dismissed from class and counted absent.

Academic Integrity

All students are expected to abide by the university's Academic Integrity Policy. Please visit the following link: Academic Integrity Policy: <http://sa.uncg.edu/dean/academic-integrity/> ***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.***

E-mail Policy

I will reply to student e-mails within **48 hours**, Monday through Friday. In order to ensure a reply, students must only use university e-mail accounts, and they should utilize email in a professional manner. To that end, make sure your message 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 learning disabilities should present the 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 is above the minimum requirements is either a B (“Above Average”) or an A (“Excellent”) depending on the quality.

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
Textbook Quizzes 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, students may only take each quiz <u>once</u> , so be certain you have read the questions carefully before submitting your responses.	20%	A
Annotations Students must have hard copies of all readings so that they can take annotate (i.e. take notes on) them. Annotations include comments or questions you have about the reading. As we read more, your annotation may include connections between sources. I collect your notes at random throughout the semester and grade them. At the end of the course, I count your 10 highest annotation grades toward your annotations average.	15%	A,B,C,D
Discussion / Participation Students should be prepared to participate in all discussions (both in class and online, when applicable). For every class meeting, it is your responsibility to read, annotate, and—occasionally--write discussion questions related to the assigned sources. I evaluate discussion / participation using the following criteria: 5 = 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 them, incorporates information from course readings and outside sources, makes comments that are a joy to hear and respond to 4 = 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 them, may occasionally dominate the conversation, attempts to incorporate information from course readings and may even reference outside sources 3 = Participates minimally, follows instructions but does little more, may dominate the conversation, may not show interest in or respect for other students' views, may make token references to course readings that give the appearance of critical thinking/analysis 2 = May not participate consistently, may not follow instructions, comments may be off topic, distracting, and/or nonsensical, may not interact directly with the instructor or other students 1 = 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 NOTE: This is a subjective grade based on my evaluation of your discussion. I look at how often you contribute to the conversation, but I also evaluate the quality of what you have to say. If you speak a lot but add little substance to the dialogue, then your grade will be lower. Make your comments meaningful and thought-provoking. Students may contact the instructor at any time to ask about this grade.	15%	A,B,C,D

Thinking Like a Historian (TLAH)	25%	A,B,C,D
<p>In order to succeed in this course, students must be fluent in the skills that historians use to analyze the past. These skills include:</p> <ol style="list-style-type: none"> 1. Sourcing 2. Contextualizing 3. Close reading 4. Corroborating. <p>We will practice these skills in class, and then students will work in their teams to analyze a series of sources using these historical thinking skills. There are three TLAH assignments, corresponding to the 3 main modules (China, Japan, and Korea/Vietnam).</p>		
Past and Present Portfolio	25%	A,B,C,D,E
<p>Instead of completing a traditional final exam, students in this course will complete a portfolio that is designed to assess everything we have learned in this course, both in terms of content and historical thinking skills. Throughout the semester, each team will choose a current event that relates to each unit (China, Japan, Korea/Vietnam) and explain why it is significant. In order to do this, team members will need to utilize at least 3 primary sources we discussed in class in order to provide historical context for the 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.</p> <p>The portfolio will ...</p> <ol style="list-style-type: none"> 1. Contain three current events on East Asia with complete and accurate citations (sourcing) 2. Incorporate at least 3 primary sources for each current event (i.e. at least 9 sources in total) that help us make sense of these events (contextualizing) 3. Analyze the current events and the primary sources (close reading) 4. Explain any discrepancies between the current events and the primary sources (corroborating) <p>We will work on the portfolio in stages. The first stage is due at the end of the module on China, the second at the end of the module on Japan, and the third at the end of the course.</p> <p>With the exception of choosing the current events, 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 (though students may consult with the instructor first if they wish to do so).</p>		

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

The course calendar below breaks up the course into 4 modules and lists all required readings and assignments. Please note that while the introductory 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 then please share your unique perspective with the rest of the class when we discuss these readings. **Your point of view matters!**

*****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

Wednesday, January 18: Historical Content and Skills

- Syllabus
- In-class handout, "Source Analysis"

Friday, January 20: What is East Asia?

- Read the handout, “Defining East Asia,”
- Log in to Canvas, go to Discussions, and click on “Defining East Asia”
- Create a new discussion board post and state:
 1. Which definition is the best?
 2. How would you define East Asia in your own words?

Monday, January 23: Why does East Asia matter?***(Last day to change courses without special permission)***

- Locate a current event news article on East Asia before coming to class (A simple Google search is fine, but you may also go to Canvas and click on the section called “News Sites on East Asia” to access the most credible news websites)
- Log in to Canvas, go to Discussions, and click on “Does East Asia Matter?”
- Create a new discussion board post, include the link to your news article, and state:
 1. Why did you choose this article?
 2. What do you like about this topic?
 3. What did you not understand about it?
- After creating your own post, you will be able to see other students’ posts. Read through what other students shared and click the thumbs-up (“Like”) button at the bottom of those posts that you enjoyed reading the most.

Assignments:

- Quiz – Pre-test Multiple Choice
- Quiz – Syllabus

Wednesday, January 25: Team-Building

We will form teams at the beginning of class, so please arrive on time. Where you sit will determine which team you are in, and you will be with this team for the **entire semester**. Once we have formed teams:

1. Create team name (something original that your parents would be proud of)
2. Choose team leader (someone I can go to throughout the semester with questions or concerns)
3. Exchange contact information (email, phone numbers, etc.)
4. Introduce each other to the class

Friday, January 27: East Asia before 1800**Readings:**

- Holcombe, Introduction (pp. 1-10)
- Holcombe, Chapter 1 (pp. 11-28)
- Holcombe, Chapter 6 (pp. 160-188)

Assignments:

- Quiz – Holcombe – Intro and Chapter 1
- Quiz – Holcombe – Chapter 6

MODULE 2: CHINA**Monday, January 30: The Opium War (1839 – 1842), Part I****Readings:**

- Two Edicts from the Qianlong Emperor

****Begin reading Holcombe, Chapter 7 (pp. 190 – 207)****

Wednesday, February 1: The Opium War (1839 – 1842), Part II**Readings:**

- Excerpts from the Treaty of Nanjing, August 1842

Friday, February 3: Taiping Rebellion (1850 – 1864)**Readings:**

- Hong Xiuquan, Excerpts from The Land System of the Heavenly Kingdom (Taiping Economic Program)

Monday, February 6: Sino-Japanese War (1894 – 1895)

Readings:

- Chu Chengbo, Excerpts from Reforming Men's Minds Comes Before Reforming Institutions

Wednesday, February 8: Boxer Uprising (1899 – 1901)

Readings:

- Fei Ch'i-hao, The Boxer Uprising, 1900
- Reform Edict of the Qing Imperial Government, Jan. 29, 1901

Assignments:

- Quiz – Holcombe –Chapter 7 – China
- Prepare for Thinking Like a Historian #1 (the first team assignment)

Friday, February 10: Thinking Like a Historian #1

Readings:

- Located on Canvas.

*****Bring your laptop or any other technology you need to complete this assignment.*****

Monday, February 13: Revolution in China: Nationalism

Readings:

- Liang Qichao, Excerpts from Observations on a Trip to America
- Sun Yat-sen, The Three Stages of Revolution, 1918

*****Begin reading Holcombe, Chapter 8 (pp. 230 – 244)*****

*****Begin reading Holcombe, Chapter 9 (pp. 262 – 270)*****

Wednesday, February 15: Revolution in China: Communism

Readings:

- Chen Duxiu, Our Final Awakening, 1916, & The True Meaning of Life

Assignments:

- Quiz – Holcombe –Chapter 8 – China

Friday, February 17: Mao Zedong

Readings:

- Edgar Snow, Interview with Mao, 1937
- Mao Zedong, On Policy, 1940

Assignments:

- Quiz – Holcombe –Chapter 9 – China

Monday, February 20: Great Leap Forward, 1958 – 1962

Readings:

- Cannibalism in Linxia Province

*****Begin reading Holcombe, Chapter 12 (pp. 313 – 347)*****

Wednesday, February 22: Cultural Revolution, 1966 – 1976

Readings:

- Mao Zedong, Assessing the Cultural Revolution, 1967
- Wei Jingsheng, The Fifth Modernization: Democracy, 1978

Friday, February 24: Tiananmen, 1989

Readings:

- Interview at Tiananmen with Chai Ling

Assignments:

- Quiz – Holcombe –Chapter 12 – China

Monday, February 27: China – Past and Present Portfolio (China)

- **As a team**, locate a current event news article on China before coming to class
- Log in to Canvas, go to Discussions, and click on “Past and Present Portfolio (China)”
- Create a new discussion board post, include the link to your news article, and...

1. Create a full and complete citation based on Chicago/Turabian style
2. Summarize the article's content
3. Explain how the article connects to the topics/readings we have examined
4. Write discussion questions that you would ask the rest of the class about this article and how it relates to China's history. Each team member should write one question

MODULE 3: JAPAN

Wednesday, March 1: America Arrives

Readings:

- Letters from U.S. President Millard Fillmore & U.S. Navy Commodore Matthew C. Perry to the Emperor of Japan
- The Treaty of Amity and Commerce Between the United States and Japan, 1858 (The Harris Treaty)

Begin reading Holcombe, Chapter 7 (pp. 213 – 227)

Friday, March 3: Field Trip -- The Liberal Arts Advantage: Launching from Campus to Career

Meet in the Elliott University Center

Monday, March 6: Meiji Restoration

Readings:

- Letter from Emperor Meiji to President U.S. Grant
- Excerpts from Meiji Constitution, 1889

Assignments:

- Quiz – Holcombe –Chapter 7 – Japan

Wednesday, March 8: Russo-Japanese War, Part I

Readings:

- Excerpts from The Treaty of Portsmouth, 1905
- Cemil Aydin, "A Global Anti-Western Moment? The Russo-Japanese War, Decolonization, and Asian Modernity" (2007)

Begin reading Holcombe, Chapter 8 (pp. 244 – 253)

Friday, March 10: Russo-Japanese War, Part II

(Last day to withdraw from a course without incurring a WF grade)

Readings:

- Cemil Aydin, "A Global Anti-Western Moment? The Russo-Japanese War, Decolonization, and Asian Modernity" (2007)

Monday, March 13 through Friday, March 17

SPRING BREAK – NO CLASS

Monday, March 20: Mid-Semester Review

Wednesday, March 22: World War I & Paris Peace Conference

Readings:

- Ōkuma Shigenobu, Illusions of the White Race, 1921

Assignments:

- Quiz – Holcombe –Chapter 8 – Japan

Friday, March 24: Second Sino-Japanese War, 1937 – 1945

Readings:

- F. Tillman, Witnessing the Nanking Massacre, 1937

Begin reading Holcombe, Chapter 9 (pp. 255-262, 270-275)

Monday, March 27: THE BOMB, Part I**Readings:**

- Report of the Interim Committee on the Military Use of the Atomic Bomb, May 1945
- Report of the Franck Committee on the Social and Political Implications of a Demonstration of the Atomic Bomb (For a Non-Combat Demonstration), June 1945
- The Potsdam Declaration, July 1945

Wednesday, March 29: THE BOMB, Part II**Readings:**

- Voices of Hibakusha
- Kurihara Sadako, Let Us Be Midwives
- Henry Stimson, The Decision to Use the Bomb, February 1947

Assignments:

- Quiz – Holcombe –Chapter 9 – Japan
- Prepare for Thinking Like a Historian #2

Friday, March 31: Thinking Like a Historian #2

(students should bring their laptops and other technology to class to complete this assignment)

Monday, April 3: U.S. Occupation**Readings:**

- Constitution of 1947

Begin reading Holcombe, Chapter 10 (pp. 277-294)

Wednesday, April 5: Tokyo War Crimes Trial, Part I**Readings:**

- John Dower, “Victor’s Justice, Loser’s Justice, “ in *Embracing Defeat: Japan in the Wake of World War II* (New York: W.W. Norton & Company / The New Press, 1999), 443-484.

Friday, April 7: Tokyo War Crimes Trial, Part II**Readings:**

- John Dower, “Victor’s Justice, Loser’s Justice, “ in *Embracing Defeat: Japan in the Wake of World War II* (New York: W.W. Norton & Company / The New Press, 1999), 443-484.

Monday, April 10: U.S.-Japanese Postwar Relations**Readings:**

- Bilateral Security Treaty between USA & Japan (1951)
- Treaty of Mutual Cooperation & Security between the USA & Japan (1960)

Assignments:

- Quiz – Holcombe –Chapter 10 – Japan

Wednesday, April 12: Japan – Past and Present Portfolio (Japan)

- **As a team**, locate a current event news article on Japan before coming to class
- Log in to Canvas, go to Discussions, and click on “Past and Present Portfolio (Japan)”
- Create a new discussion board post, include the link to your news article, and...
 1. Create a full and complete citation based on Chicago/Turabian style
 2. Summarize the article’s content
 3. Explain how the article connects to the topics/readings we have examined
 4. Write discussion questions that you would ask the rest of the class about this article and how it relates to Japan’s history. Each team member should write one question.

Friday, April 14

GOOD FRIDAY – NO CLASS

MODULE 4: KOREA & VIETNAM

Monday, April 17: Korean War

Readings:

- Report of the UN Commission on Korea
- Andrei Gromyko, On American Intervention in Korea

Begin reading Holcombe, Chapter 7 (pp. 207-213)

Begin reading Holcombe, Chapter 8 (pp. 244-249)

Begin reading Holcombe, Chapter 11 (pp. 295-312)

Wednesday, April 19: North vs. South Korea

Readings:

- Kim Il-sung, On Eliminating Dogmatism and Formalism and Establishing *Juche*, 1955
- Park Chung-Hee, To Build a Nation, 1971

Friday, April 21: The Vietnamese

Readings:

- Proclamation of Independence of the Democratic Republic of Vietnam, Sept. 2, 1945

Monday, April 24: Việt Nam War

Readings:

- Views of a North-Vietnamese Army Draftee
- Ho Chi Minh's Last Will and Testament
- Truong Nhu Tang, The Causes of the American Defeat

Wednesday, April 26: Việt Nam War – My Lai Massacre

Readings:

- Eyewitness Accounts of the Assault on My Lai

Assignments:

- Quiz – Holcombe –Chapter 7 – Korea
- Quiz – Holcombe –Chapter 8 – Korea
- Quiz – Holcombe –Chapter 11 – Korea
- Prepare for Thinking Like a Historian #3

Friday, April 28: Thinking Like a Historian #3

(students should bring their laptops and other technology to class to complete this assignment)

Monday, May 1: Reviewing East Asian History

Tuesday, May 2: Reviewing East Asian History

(University follows Friday schedule; last day of classes)

Monday, May 8: FINAL PORTFOLIO DUE by 3 p.m.

- **As a team**, locate a current event news article on North Korea, South Korea, or Vietnam
 1. Create a full and complete citation based on Chicago/Turabian style
 2. Summarize the article's content
 3. Explain how the article connects to the topics/readings we have examined
 4. Write discussion questions that you would ask the rest of the class about this article and how it relates to either North Korea's, South Korea's, or Vietnam's history. Each team member should write one question.

The final portfolio will also include the other two current events that your team chose at the end of the modules on China and Japan. Teams should revise these first two assignments based on the instructor's feedback before submitting the final portfolio.