

HIS 216: Civilizations of Asia

Credits & GEC: 3, GHP, GMO, GN
Term: Spring 2018
Days/Times: Online, web-based
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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In addition to learning historical content about East Asia, students will practice historical thinking skills in order to make sense of the past. These skills help students better understand historical document by looking at who created the source and when (sourcing), what else was happening around the time the source came into existence (contextualizing), what is the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. Student Learning Outcomes (SLOs) - - Why am I in this course?

Students who spend time outside of class completing all reading and writing assignments, actively engage in the material, and *think* about and *reflect* on what they are reading and writing will be able to fulfill the following General Education Historical Perspectives Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (LG3)
2. Use evidence to interpret the past coherently, orally and/or in writing. (LG1)

In addition, students will be able to meet the following General Education Global Non-Western Perspectives Student Learning Outcomes:

3. Interpret or evaluate information on diverse cultures.
4. Describe interconnections among cultures, polities, and/or intellectual traditions of the world other than the dominant Euro-American ones.
5. Use diverse cultural frames of reference and alternative perspectives to analyze issues

And the course meets the following course-specific learning outcomes:

6. Trace the development of key events in the history of East Asian civilizations in the nineteenth and twentieth centuries.
7. 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*, 2d. ed. New York: Cambridge University Press, 2017. ISBN: 9781107544895.

*****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. The instructor will assign each student to a team after the first week of class. In general, every member of the team earns the same grade. However, I also rely on student feedback to adjust individual scores to reflect each student's level of participation. 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 being prepared for class. 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, log on to the course every day to check the Announcements & the Discussion Board. If unfortunate circumstances, such as illness or death in the family, prevent you from checking the course, please email me ASAP.

Make-up Work / Extra Credit

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

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, then please contact me ASAP. If you wait until the day an assignment is due, you assume responsibility that a technical problem may prevent 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://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 Dr. Ross,”) and a formal closing (e.g., “Sincerely,”))
- your first and last name

Accommodations

UNCG seeks to comply fully with the American with Disabilities Act (ADA). Students requesting accommodation based on a disability must be registered with the Office of Accessibility Resources & Services in 215 Elliott University Center, 334-5440, <http://ods.dept.uncg.edu/>. **If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.**

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

Students earn grades based on the work they submit. UNCG defines the grading system for undergraduates as follows:

A = Excellent	achievement of distinction in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.
B = Good	general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.
C = Average	indicates the acceptable standard for graduation from UNCG. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention
D = Lowest passing grade	work that falls below the acceptable standards defined as C but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.
F = Failure	indicates failure that may not be made up except by repeating the course

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	Percentage	Learning Outcome
Quizzes	20%	2,4,6

There are three types of quizzes in this class: **1)** the pre-test / post-test, **2)** the syllabus quiz, and **3)** the reading quizzes.

1) The Pre-test/Post-test is a tool I use to measure how much students know about course content at the beginning of the semester and how much they have learned by the end. Students take this multiple-choice quiz online during the first week of class. It does **not** count against you, and there is **no penalty** for earning a low grade. During the last week of class, students complete the same quiz, and I compare the pre-test and post-test scores. Students who complete both the pre-test and the post-test, and who take these assignments seriously, will be able to drop one of their lowest reading quiz grades.

2) The syllabus quiz ensures students are familiar with all course policies, requirements, and expectations. Students may take it as many times as they need to in order to earn a perfect score. This quiz does not count toward students' overall Quiz average. However, students who earn a 100 on this quiz will be able to drop one of their lowest reading quiz grades.

3) The reading quizzes cover material from the textbook. Each quiz is made up of multiple-choice questions. There is no time limit on these quizzes. Students may look at these questions before reading the chapter so that they will know what to focus on. However, students may only take each quiz **once**. Be

certain to read the questions carefully before submitting your responses. Also, be sure to click the "Submit" button once you have completed each quiz.

Discussion / Participation **20%** **1,2,3,4,5,6,7**
Students should participate in all discussions (either in class or online) by carefully reading and analyzing the texts. I base this grade on two factors:

1) My evaluation of your contributions to discussion (including your annotations). I look at how often you contribute to the conversation, but I also evaluate the quality of what you have to say. If you say a lot but add little substance to the dialogue, then your grade will be lower. Make your comments meaningful and thought-provoking.

2) Your teammates' assessment of your level of participation. At the end of the course, students will evaluate each other using a peer evaluation form. Students who work well with others and actively communicate with one another should receive high marks, while those who did little or didn't communicate with their teammates can expect lower scores.

Below is the rubric that I use to evaluate each student's discussion / participation:

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	Frequently 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 (though 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

Thinking Like a Historian **30%** **1,2,3,4,5**
In order to succeed in this course, students must be fluent in the skills that historians use to analyze the past. These skills include:

1. Sourcing
2. Contextualizing
3. Close reading
4. Corroborating

Students will work in 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). TLAH 1 is worth 5%, TLAH 2 is worth 10%, and TLAH 3 is worth 15%

Past and Present Portfolio **30%** **1,2,3,4,5,6,7**
Instead of completing a traditional midterm and final exam, students complete a portfolio that is designed to assess everything we have learned in this course, both in terms of content and historical thinking skills. At the midway point of the semester, each team will choose a current event related to China and explain why it is significant, and at the end of the course, each team will choose a current event related either to Japan or Korea. In order to do well on this assignment, team members will need to utilize at least 3 historical sources from our class in order to provide context for the current event. These sources may help to back up the information in the current event, or they may actually 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 two current events on East Asia (one on China, the other on either Japan or Korea) with complete and accurate citations (sourcing)
2. Incorporate at least 3 primary sources for each current event (i.e. at least 6 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)

Students will work on the portfolio in stages. The first stage is due at the end of the module on China, while the second stage is due at the end of the course. With the exception of choosing the current events, the elements of each team's portfolio should come from course assignments and readings. There is no need to conduct outside research (though students may consult with the instructor about this).

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

The course calendar lists every reading, assignment, and due date for the entire course. Since this is an asynchronous online class that does not meet at a specific day and time, you will want to adhere to the schedule below so that you do not fall behind.

I have organized the course into five modules. While the introductory module looks at East Asia as a whole, the remaining modules focus on a specific country from the 1800s 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 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!**

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

MODULE 0: INTRODUCTIONS

Monday, Jan. 14 – Wednesday, Jan. 16: **INTRODUCTIONS**

Review the syllabus, and contact the instructor if you have any questions. Then read through the other assignments listed under “**Before You Begin...**”

Readings:

- Syllabus

Assignment:

- Beginning course survey
- Pre-test multiple choice
- Past Experience in History Classes

Thursday, Jan. 17 – Friday, Jan. 18: **BUILDING COMMUNITY**

Go to Canvas and click on “Defining East Asia” to read various definitions of East Asia. Then go to Discussions and click on “Defining East Asia.” Then create a new discussion board post and answer, 1) Which definition is the best?, 2) How would you define East Asia in your own words?

Afterwards, visit the “Thinking Historically” page to read about the critical thinking skills we will be using in this course (and you can use these skills in any field, not just history).

Readings:

- Instructions – Ice Breaker & Questions? Forums
- Defining East Asia
- Thinking Historically

Assignments:

- Ice Breaker – Discussion Board
- Defining East Asia -- Discussion Board

Friday, Jan. 18 = Last day to drop course for tuition/fees refund

Monday, Jan. 21:

Martin Luther King, Jr. Holiday – NO CLASSES

BUILDING COMMUNITY: TEAMS

I will assign each student to a team, which you will be in for the **entire course**. Please click on the “Teams” page under “Building Community” to learn more. You will need to work with your teams to complete the next assignment.

Tuesday, Jan. 22 – Thursday, Jan. 24:

Does East Asia Matter?

As a team, locate a current event news article on East Asia (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, read other teams’ posts. and click the thumbs-up (“Like”) button at the bottom of those posts that you enjoyed reading the most.

Also, be sure to finish the syllabus quiz and earn a 100 by the end of the day. ***You must earn a 100 before you can progress through the online course.***

Readings:

- Does East Asia Matter?

Assignments:

- Quiz – Syllabus
- Does East Asia Matter? -- Discussion Board

Friday, Jan. 25:

EAST ASIA BEFORE 1800

Readings:

- Holcombe, Introduction: What is East Asia?
- Holcombe, Chapter 1 (“The Origins of Civilization in East Asia”)
- Holcombe, Chapter 6

Assignments:

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

MODULE 1: CHINA

Monday, January 28 – Wednesday, February 6: CHINA IN THE 1800s

Readings:

- Holcombe, Chapter 8 (“The Nineteenth Century Encounter of Civilization), pp. 217-235.
- Introduction – China in the 1800s
- 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 8 – China
- China – Discussion Board (*post initial thoughts; begin reading others' posts*)
- Prepare for Thinking Like a Historian #1 (the first team assignment)

Thursday, Feb. 7 – Monday, February 11: THINKING LIKE A HISTORIAN #1

Readings:

- Thinking Like a Historian – Instructional Video
- TLAH #1 – Boxer Uprising

Assignments:

- Thinking Like a Historian #1 – Worksheet (turn in under TLAH #1 – SUBMISSIONS)

Tuesday, February 12 – Monday, February 18: CHINA FROM 1900 TO 1949

Readings:

- Holcombe, Chapter 9 (“The Age of Westernization: 1900-1929”), pp. 259-273.
- Holcombe, Chapter 10 (“The Dark Valley: 1930-1945”) – read sections pertaining to China
- Revolution in China: Nationalism
- Revolution in China: Communism
- Mao Zedong

Assignments:

- China – Discussion Board (*continue posting thoughts and replies*)
- Quiz – Holcombe – Chapter 9 – China
- Quiz – Holcombe – Chapter 10 – China

Tuesday, Feb. 19 – Monday, Feb. 25: CHINA SINCE 1949

Readings:

- Holcombe, Chapter 14 (“China since 1945”)
- Great Leap Forward, 1958 – 1962

- Cultural Revolution, 1966 – 1976
- Tiananmen, 1989

Assignments:

- China – Discussion Board (*finish posting all thoughts and replies*)
- Quiz – Holcombe – Chapter 14 – China

Tuesday, Feb. 26 – Wednesday, Feb. 27:
PAST AND PRESENT PORTFOLIO (MIDTERM)

As a team, locate a current event news article on **China**. Using a Google doc (so that the instructor can see how everyone contributed to the assignment), complete the following:

1. Include the link to your news article
2. Create a full and complete citation based on Chicago/Turabian style
3. Summarize the article's content
4. Explain how the article connects to at least three course readings (not including the textbook)
5. 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

After you are finished, please share the Google doc with the instructor to receive feedback.

Assignments:

- Past and Present Portfolio (Midterm)
- Peer Evaluation

Monday, March 4 – Friday, March 8:
SPRING BREAK (NO CLASS)

MODULE 3: JAPAN

Monday, March 11 – Wednesday, March 20:
JAPAN IN THE 1800s

Readings:

- **Holcombe, Chapter 8** (“The Nineteenth-Century Encounter of Civilizations”), pp. 240-255.
- Introduction to Japan
- America Arrives
- American Arrives – The Harris Treaty
- Meiji Restoration
- Meiji Constitution
- Sino-Japanese War: Redux (1894-1895)

Assignments:

- Japan – Discussion Board (*post initial thoughts; begin reading others' posts*)
- Quiz – Holcombe – Chapter 8 – Japan

March 11 = Last day to withdraw from a course without incurring a WF grade

Thursday, March 21 – Wednesday, March 27:
JAPAN FROM 1900 TO 1945

Readings:

- Holcombe, Chapter 9 (“The Age of Westernization: 1900-1929”), pp. 278-283
- Holcombe, Chapter 10 (“The Dark Valley: 1930-1945”) – read sections pertaining to Japan
- Russo-Japanese War
- Japan at War – World War I and the Paris Peace Conference
- Japan at War – Second Sino-Japanese War, 1937-1945
- Japan at War – The Bomb
- Remembering the Bomb

Assignments:

- Japan – Discussion Board (*continue posting thoughts and replies*)
- Quiz – Holcombe – Chapter 9 – Japan
- Quiz – Holcombe – Chapter 10 – Japan

Thursday, March 28 – Monday, April 1:
THINKING LIKE A HISTORIAN #2

Readings:

- TLAH #2 – Japan at War

Assignments:

- Thinking Like a Historian #2 – Worksheet (turn in under TLAH #2 – SUBMISSIONS)

Tuesday, April 2 – Monday, April 8:
JAPAN SINCE 1945

Readings:

- Holcombe, Chapter 11 (“Japan since 1945”)
- U.S. Occupation (Part 1)
- U.S. Occupation (Part 2) – Tokyo War Crimes Trial
 - John Dower, “Victor’s Justice, Loser’s Justice” (**NOTE:** This is a chapter from Dower’s book)
- U.S. Occupation (Part 3) – Postwar Treaties

Assignments:

- Japan – Discussion Board (*finish posting all thoughts and replies*)
- Quiz – Holcombe – Chapter 11 – Japan

MODULE 4: KOREA & VIETNAM

Tuesday, April 9 – Monday, April 15:
1800s and Early 1900s

Readings:

- Holcombe, Chapter 8, read sections pertaining to Korea and Vietnam
- Holcombe, Chapter 9, read sections pertaining to Korea and Vietnam / Indochina
- Introduction – Korea & Vietnam
- Korean Independence?
- Vietnamese Independence

Assignments:

- Korea/Vietnam – Discussion Board (*post initial thoughts; begin reading others’ posts*)

- Quiz – Holcombe – Chapter 8 – Korea
- Quiz – Holcombe – Chapter 9 – Korea

Tuesday, April 16 – Monday, April 22:
KOREA AND VIETNAM SINCE 1945

Readings:

- **Holcombe, Chapter 12 (“Korea since 1945”)**
- **Holcombe, Chapter 13 (“Vietnam since 1945”)**
- Korean War
- North Korea
- South Korea
- Việt Nam War
- My Lai Massacre
 - “Vietnam – My Lai – Culpability.pdf” (**NOTE:** This is a longer version of the sources located under the “My Lai Massacre” page)

Assignments:

- Quiz – Holcombe – Chapter 12 – Korea
- Korea/Vietnam – Discussion Board (*finish posting all thoughts and replies*)

Tuesday, April 23 – Wednesday, April 24:
THINKING LIKE A HISTORIAN #3

Readings:

- TLAH #3 – My Lai Massacre

Assignments:

- Thinking Like a Historian #3 – Worksheet (turn in under TLAH #3 – SUBMISSIONS)

MODULE 5: END OF COURSE & PORTFOLIO

Thursday, April 25:
END OF COURSE

Readings:

- Concluding Thoughts

Assignments:

- Post-test Multiple Choice
- Course Evaluation

Friday, April 26 – Wednesday, May 1:
PORTFOLIO

As a team, locate a current event news article on **either Japan, Korea, or Vietnam**. Using a Google doc (so that the instructor can see how everyone contributed to the assignment), complete the following:

1. Include the link to your news article
2. Create a full and complete citation based on Chicago/Turabian style
3. Summarize the article’s content
4. Explain how the article connects to at least three course readings (not including the textbook)

5. 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
6. Use the instructor's feedback to revise your original portfolio submission on China. Make changes and include it in the final portfolio. Your FINAL portfolio will thus include 2 current events and at least 6 historical sources (not including the textbook).

After you are finished, please share the Google doc with the instructor.

*****Additionally, save the Google doc as a Word doc (.doc, or .docx) and upload it through Canvas so that Turnitin.com can scan your team's work to make sure it is original.*****

Assignments:

- Past and Present Portfolio (Final)
- Peer Evaluation