

HIST 242: Civilizations of Asia II
Windward Community College
Spring 2015

Instructor: Ryan J. Koo
Class Schedule: TR, 11:30 AM-12:45 PM
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Office hours: MW 11:30 AM-1:00 PM, TR 1:00 PM-2:00 PM
Section: 63167

Windward Community College Mission Statement

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment—inspiring students to excellence.

Catalog Description:

HIST 242 is a survey course covering the development of the major civilizations East, South, and Southeast Asia, and the historical personages and events from the year 1500 to the present.

(3 hrs.lect)

WCC: DH

In this Writing-Intensive course, you will do a substantial amount of writing which should help you to learn the course content and also improve your writing skill. I will help your writing by giving instructions in class and providing you with individual feedback. While Writing-Intensive courses can be demanding, many students find that the act of writing helps them to think more deeply about the subject. In addition, improved writing skills will benefit you not only in your future studies, but also in your employment and personal life.

Writing Intensive Course Hallmarks

- Writing promotes learning of course content.
- Writing is considered to be a process in which multiple drafts are encouraged
- Writing contributes significantly to each student's course grade
- Students do a substantial amount of writing, a minimum of 4,000 words. Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports or reaction papers

Student Learning Outcomes

The student learning outcomes for the course are:

1. Identify important individuals, places, organizations and concepts in premodern Asian history.
2. Describe cause and effect relationships in Asian History
3. Order chronologically significant events in Asian History.
4. Describe major Asian historical processes (e.g. the agricultural revolution, the rise and spread of religions, the development of political institutions, etc.)
5. Acquire a sense of historical perspective.
6. Demonstrate an understanding of historical concepts as they relate to premodern Asian historical issues and events.

Course Tasks

Hello! Ni hao! Chom riep sua! Konichiwa! Namaste! Welcome to the wonderful world of pre-modern Asian history! This class will be a thrilling exploration of the societies and cultures of pre-modern and modern East, South, and Southeast Asia, with a special emphasis on political, social, and cultural traditions of this incredibly diverse region of the globe. In order to explore this vast place we call Asia, you will need to transform into a historian, at least for a semester! You will be asked to analyze and interpret the past as it has been passed down through the ages by looking at primary and secondary sources from various voices throughout pre-modern history. In other words, you will become a mini-historian by taking this course! By the end, you will be able to form an opinion about the past, express it in writing, and support it with evidence (the facts that you gather from primary sources). These, of course, are not only invaluable skills for this class, but essential for life as well. One of the reasons you are here is (I hope!) to become a more responsible, culturally aware and contributing citizen of our global world, and now is the perfect time to get started!

The class will be centered around the following tasks, that serve as both learning and assessment tools, for the purpose of measuring your learning and your ability to meet the course SLOs.

1. Short Essay Homework Assignments (160 points)

- a. As this is a Writing-Intensive class, most of the emphasis will be given to the production of polished writing assignments. However, since it is also a history class, you will also be responsible for knowing the material as presented in the lectures. To assess your comprehension, you will need to complete a number of short essay questions throughout the semester.
- b. The short essays are based on lecture material, textbook readings, and any relevant articles/books assigned throughout the semester.
- c. These assignments are the least formal assignments in the semester. I will not grade heavily on grammar, syntax, etc. Rather, I concentrate more on the content of your answers than on the formality of your writing. I want to encourage you to “work through” the material without having to worry about creating a piece of polished writing.

2. **2 Literary Review Papers (1250 words each) (50 points each)**

- a. You will read three novels this semester and your task is to write a formal analysis of **TWO** of the three books as it pertains to the history of the region. In other words, write an essay explaining how this book helped you to understand the history of the respective region (i.e. Japan for *47 Ronin*, Korea for *Lost Names*, Cambodia for *When Broken Glass Floats*)
- b. The paper, like the others, is typed, double-spaced, 12 font with name, date, class, and word count placed in the upper, left-hand corner of the paper. If you fail to meet the minimum word count, your paper will NOT be accepted until you do, and will thus be considered “late.” All paper must include MLA-style footnotes. Each page should be numbered. Relevant primary sources/secondary sources should be used as much as possible in order to strengthen your argument/thesis.

4. Your Final Mission (140 points!)

The “Bill and Ted’s Excellent Adventure” Assignment

The Situation

A new technological development has made it possible for a famous historical person from the past to visit the present. You will be serving as the host for this special visitor. The goal is to learn something about this person and his/her society, figure out what this person may find interesting about our society, and determine what our society might be able to learn from this visitor.

There are three things you should know:

1. Your visitor will only be in the present for one week.
2. For some strange reason, language is not a barrier, so communication is not a problem.
3. The educational organization sponsoring this tour is willing to provide the necessary financial backing only if you can explain what people in 2015 could learn from this historical person or his/her society.

Your Task

Choose an historical person from the following list to be transported to our present time. You will research this person's society and what makes him/her famous in history. While you're learning about this person you should be continuously asking yourself what our society might learn from this special visitor.

Qianlong	Zheng He	Kang Youwei	Tokugawa Ieyasu
Chulalongkorn	Queen Surpayalat	Akbar	Mumtaz Mahal
Ho Chi Minh	Mao Zedong	Jiang Jieshi	Cixi

And many more!!!

Keep track of your sources. You must provide an annotated bibliography with Part III, which means, in addition to the typical bibliographical citation (author, title, city, publisher, year, etc.), you need to also give a brief explanation of how each source helped you. I am interested in all the sources that you’ve consulted for your information. Strive for a variety of resources (a mix of books, articles,

videos, internet sites, etc.). You must have at least **FOUR** primary sources, as well as at least **FIVE** history-based secondary sources beyond your textbook. Please note that Wikipedia is not considered a valid source for historical research, so it cannot count as one of your three sources (but it's a good place to start!).

Three Part Writing Process (worth 125 points total)

Part I (15 points) This will be an **exploratory paper** where you will discuss the person you've chosen and why you chose this individual. By this date you should have completed your preliminary research. Thus, you need to show evidence of your knowledge about your historical character's society and his/her place in it. This is an informal paper that encourages you to discover your thoughts by "talking to self." You will not be graded on organization, grammar, spelling, or punctuation. *Format: one side of a page, single spaced, once inch margins, 500+ words.* Late papers will not be accepted. **Due: Check Class Schedule for due dates**

Part II (35 points) This will be a **letter to the sponsoring agency** explaining what you've learned through research about your historical person and what you think people in 2015 could learn from this person. Use first person references (i.e. I, me, my) to communicate in a letter format. You will need to organize your thoughts in order to communicate effectively. Remember that you are seeking funding for this special visitor and they will only consider proposals that clearly connect your historical person and his/her society with our modern times. You should strive to keep grammar, spelling, and punctuation errors to a minimum, but you will not be heavily penalized for these types of errors on this part. *Format: double spaced, one inch margins, word count, 750 + words.* Late papers will not be accepted. **Due: Check Class Schedule for due dates**

Part III (90 points) This will be a **diary, speech, or article (or a format approved by me)**. You could write as if you are that person (using his/her voice, not your own), or you could write from your perspective as the host. Remember, your goal is to show that this person's visit to 2015 was educational for the people of our time. **At least ONE scheduled meeting with instructor is required for credit on final project. You must complete this assignment to pass this class!!!**

- If you choose to write a **diary entry**, you or your visitor will be able to reflect on people, places, and experiences. It may help to focus on a particular event or day, but you also have the option of writing shorter diary entries over multiple days. As your visitor interacts with people, visits specific places, and learns about our time and place, what do you think is going through his/her mind? Diaries are meant to be personal reflections or observations, and not typically for others to read.
- If you choose to write a **speech**, you may want to imagine the audience that your visitor is addressing. Who has been invited to this speech? What would your visitor's message be? As the host, you could be giving the official introduction where you provide biographical background about the visitor to the audience, introduce the topic (s)he will be speaking on, and lay the groundwork as to why this person's message is relevant today. When giving a speech, one or two main points with multiple illustrations tends to work well. A speech is meant to be heard, so repetition is also helpful to drive home the main point.
- If you choose to write an **article**, it could be from the visitor's perspective or your own perspective as host. Imagine that it is going to be published in a scholarly journal so that others who didn't meet your visitor in person or missed the opportunity to hear him/her speak could still benefit from your visitor's expertise. This could be written in a narrative style to describe multiple experiences, or it could be a persuasive essay intended to lead others to a particular point of view.

This Part III should be a polished paper. Organization, grammar, spelling and punctuation will be graded in this part. You must also resubmit your graded Parts I & II, and provide an annotated bibliography(all in a non-plastic folder). *Format: double spaced, one inch margins, word count, annotated bibliography, 2000 + words.** **See Class Schedule for Due dates.**

Texts: Murhpey, Rhoads. *A History of Asia 7th ed.*

Reading Handouts: (To be provided weekly by instructor throughout course)

Allyn, John. *47 Ronin*

Kim, Richard. *Lost Names*

Him, Chanrithy. *When Broken Glass Floats*

Attendance:

Attendance is mandatory and expected. Only excused absences will be allowed. If you must miss class, it is necessary to contact the instructor BEFORE the missed class.

Grading:

Assignments/Participation:	160 pts
Literary Review Paper (2):	100 pts
Final Project:	140 pts
Total	400 pts

Grade Scale:

360-400	A
320-359	B
280-319	C
240-279	D
0 -239	F

Be aware that **CHEATING and PLAGIARISM** are considered **ACADEMIC FRAUD** under the Student Code of Conduct. **Ignorance of what constitutes plagiarism is no excuse.** Any student caught cheating or plagiarizing will receive a failing grade for this course.

In case **INSTRUCTOR is DELAYED**, students are requested to wait 15 minutes after the scheduled start of class; thereafter, they are free to leave if instructor has not arrived. Check the office first to see if instructor can be found.

INCOMPLETES are not granted for this course except under the most dire of circumstances. Students will be expected to repeat the course if work is incomplete and a passing grade is not achieved.

Disability Support Services: If you have a documented disability and have not voluntarily disclosed the nature of your disability and the support you need, please come and see me immediately.

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke

can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.

CONSULT instructor if you need help, advice, encouragement, or have questions about the course. See me during office hours or make an appointment if scheduled hours are inconvenient.

ADVICE?

Learn to admit when you don't know something, and NEVER be afraid to ask questions. Remember: there are no stupid questions! The best three word phrase to utilize this semester is simply, "I don't know." Be brave enough to admit that and you will go far in life!

Socrates: [...] οὗτος μὲν οἶταί τι εἰδέναι οὐκ εἰδώς, ἐγὼ δέ, ὥσπερ οὖν οὐκ οἶδα, οὐδὲ οἶμαι

– *This man, on one hand, believes that he knows something, while not knowing [anything]. On the other hand, I – equally ignorant – do not believe [that I know anything].*

Which person would you rather be? The one who pretends to know everything? Or the one brave enough to admit that they do not

CLASS SCHEDULE

Jan	13	Introduction to Civilizations of Asia
	15	Islam & Orientalism: Video and Discussion
	20	Orientalism continued Due: Assignment 1: Orientalism reaction assignment
	22	South Asia: Mughal India and Central Asia Chapter 10
	27	South Asia: Mughal India and Central Asia
	29	East Asia: Ming & Qing Dynasties Chapter 11 Due: Assignment 2: Chap 10
Feb	3	East Asia: Ming Dynasty: Ming & Qing Dynasties
	5	Tokugawa Japan Chapter 12
	10	Discuss: 47 Ronin Due: Assignment 3: Chap 11
	12	The Europeans Advance into Asia Chapter 13 Due: Part 1 of Final Project
	17	The Europeans Advance into Asia
	19	Rise of British Power in India Chapter 14 Due: Assignment 4: Chap 13
	24	Rise of British Power in India
	26	The Triumph of Imperialism in Asia Chapter 15 Due: 47 Ronin Literary Analysis Paper
March	3	The Triumph of Imperialism in Asia
	5	Nationalism and Revolution in China Chapter 16 Due: Part II of Final Project
	10	Nationalism and Revolution in China Due: Assignment 5: Chapter 15

- 12 Japan and the Struggle for Asia
Chapter 17
- 17 **Individual Meeting Sessions NO CLASS**
- 19 **Individual Meeting Sessions NO CLASS**
- 24 **SPRING BREAK!!!**
- 26 **SPRING BREAK!!!**
- 31 Japan and the Struggle for Asia
Due: Assignment 6: Chapter 16
- 2 **Discuss: Lost Names**
- Apr 7 Revival and Revolution in Japan and China
Chapter 18
- 9 Revival and Revolution in Japan and China
Due: Assignment 7: Chapter 17
- 14 Korea and Southeast Asia: Decolonization, Cold War, and After
Chapter 19
- 16 Korea and Southeast Asia
Due: Assignment 8: Chapter 18
- 21 **Discuss: *When Broken Glass Floats***
Due: Literary Analysis Paper (Lost Names)
- 23 South Asia: Independence, Political Division, and Development
Chapter 20
- 28 South Asia: Independence, Political Division, and Development
- 30 Asia in 21st Century
Chapter 21
- May 4 Asia in 21st Century
Due: Literary Analysis Paper (Broken Glass)
- 6 **Party!!!!!!**
- Final Projects Due**