

**HIST 241: Civilizations of Asia I**  
**Windward Community College**  
**Fall 2016**

Instructor: Ryan J. Koo  
Class Schedule: MW, 1:00-2:15  
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Section: 63425

**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 241 is a survey course covering the development of the major civilizations East, South, and Southeast Asia, and the historical personages and events for the earliest periods to the 1500s.  
(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. Your instructor will help you 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

## HALLMARKS OF WRITING INTENSIVE COURSES UNIVERSITY OF HAWAII SYSTEM

### **1. The course uses writing to promote the learning of course materials.**

Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.

### **2. The course provides interaction between teacher and students while students do assigned writing.**

In effect, the instructor acts as an expert and the student as an apprentice in a community of writers. Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers.

*At least one student-teacher conference on a writing assignment is required in writing intensive courses.*

### **3. Writing contributes significantly to each student's course grade. Writing assignments must make up at least 40% of each student's course grade.**

**4. The course requires students to do a substantial amount of writing--a minimum of 4000 words, or about 16 pages.** This may include informal writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students. Professors who team teach or who are assisted by a teaching assistant may request that the enrollment be higher as long as a 20-to-1 student to faculty ratio is maintained.

## **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 Asian history! This class will be a thrilling exploration of the societies and cultures of ancient East, South, and Southeast Asia, with a special emphasis on religious and philosophical 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 premodern 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. 1 Short Philosophy/Religion Paper (1500 words) (100 points)

**FIRST DRAFT Due: Oct 5<sup>th</sup> (30 pts)**

**FINAL PAPER Due: Oct 31<sup>st</sup> (70 pts)**

- a. Format for all papers 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. Minimum of 2 primary and 2 secondary sources. **DO NOT USE WIKIPEDIA AS A SOURCE!!!!**
- b. Final drafts are due on SPECIFIC days at the BEGINNING of class according to the class schedule. A paper, regardless of reason, is considered late if not turned in at the beginning of class on these specific days.
- c. First drafts of paper are due on SPECIFIC days according to the class schedule in order to give me enough time to review it for you. After this date, I will NOT accept any more first drafts. **It is mandatory for you to submit at least ONE first draft, but there are no limits on the number of drafts you can submit. Writing is an ongoing and continual process, and only the revision process can produce quality written work.**
- d. Time management is the best skill to master in this class! If you keep up with the work, your life will be a lot easier!!!
- e. You can choose 1 out of the following three topics listed below
  - i. **Topic A: East Asian Traditions:** The birth of Confucianism, Daoism, and Legalism occurred during a point of chaos and conflict in East Asian history, and each philosophy presented its own argument to solve society’s many problems. Based on the primary source readings selected in class, create an argument in which you take a side in the classic debate between Daoist, Confucian, and Legalist traditions. If you want to defend the Confucian argument, be sure to include the weaknesses of the Daoist/Legalist position in addition to Confucianism’s strengths (or Vice

Versa). In other words, you should write about both sides of the argument, not just one.

- ii. **Topic B: South Asian Traditions:** South Asia has witnessed the birth of countless religions and philosophical traditions, many of which spread to distant corners of the globe. Write a paper in which you promote one of three philosophical/religious traditions of South Asia—Hinduism, Buddhism, or Jainism. Whichever position you decide to promote, be sure to include a discussion of the two other philosophies/religions as well, as any good argument includes multiple perspectives.
- iii. **Topic C: East Meets South:** Some scholars have pinpointed major similarities between South and East Asian traditions. Write a paper in which you compare the similarities between an East and South Asian philosophical/religious traditions. (South Asia: Buddhism, Hinduism, Jainism; East Asia: Confucianism, Daoism, Legalism) As these traditions are clearly different, this paper should strive to produce evidence of similarity rather than apparent differences (which of course would be too many to count!).

## 2. In-Class Exercises, Quizzes, Homework, Participation (200 points)

- a. Throughout the semester you will be assigned various assignments based on the lectures and supplemental readings that you will receive throughout the duration of the course.
- b. There will also be random quizzes based on the information presented in lecture and the various reading assignments. You will always be warned at least one class period in advance.
- c. Discussion and participation are essential!

## 4. The Bill and Ted's Excellent Adventure Project (300 points!)



### The Situation

A new technological development has made it possible for famous people from the past to visit the present day. Ancient 1980s style phone booths have for some inexplicable reason become the perfect vessel for transporting oneself through time. Your mission? To travel back through time and collect at least one historical character from Asian history in order to create the best freaking history paper the world has ever seen. You and you alone will be serving as the host for this special visitor, so you better prepare yourself for quite possibly the most bizarre journey of your life. The goal is to learn something about this person and his/her society, figure out what this person may find interesting about their present society (or your own), and determine what the world of today might be able to learn from this visitor.

There are three things you should consider:

1. You have a freaking time machine. Get creative.
2. For some strange reason, language is not a barrier, so communication is not a problem. Primary sources, therefore, can be English translations of original texts.
3. The educational organization sponsoring this tour is willing to provide the necessary financial backing only if you can explain what people in 2016 could learn from this historical person or his/her society. In other words, this better be freaking worth the cost. Time travel, after all, isn't cheap!

### Your Mission

Choose an historical person (or persons!) from the following list (or pick one on your own!) 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. At the same time, you should also ask yourself what can this historical person learn from his or her future (your past and present).

Ashoka Maurya  
Yang Guifei  
Prince Shotoku  
Kautilya

Qin Shihuangdi  
Murasaki Shikibu  
Zhu Xi  
Zheng He/Yongle Emperor

Jayavarman VII  
Empress Wu  
Genghis Khan/Kublai Khan  
Sima Qian

Keep track of your sources. You must provide an annotated bibliography with Part V, which means, in addition to the typical bibliographical citation (author, title, city, publisher, year), 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 five primary sources, as well as at least five 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 can be used in other ways, more on this later!).

### **Six Part Writing Process** (worth 300 points total)

**Part I** (20 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, 400+ words. Late papers will not be accepted. Due: Sept 7<sup>th</sup>.**

**Part II** (30 points) By this point you will have proof that you actually started your research beyond Wikipedia by producing a working bibliography. I expect that you will have all of your sources by this point, though your research should continue beyond this point and as long as necessary to get the job done correctly. *MLA Format.* **Due: Sept 19<sup>th</sup>.**

**Part III** (50 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 2014 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: letter, single space, one inch margins, heading/address, signature, 750 + words.* \* Late papers will not be accepted. **Due: Oct 3<sup>rd</sup>**

**Part IV** (50 points) You shall be award a whopping 50 points for completing an **outline** of your final paper. The outline may sound simple, but I expect to see a fairly complete outline by this point, not just some notes scribbled on paper hastily before class. I expect to see a well-constructed thesis, body sections with clear topic sentences and support information, and bibliography. **Due: Oct 19<sup>th</sup>**

**Part V** (50 points) This is the time that you deliver unto me thy **rough draft**. Your paper, while not complete, should be well on its way to completion by this point of the semester. Your thesis, supporting body paragraphs, citations, quotes, conclusion, and bibliography should present in your rough draft. Ideally, the paper should only need some fine tuning at this point, although many students find themselves facing major overhauls and rewrites, hence the need for the rough draft to be turned in at least a month before the end of the semester. **Due: Nov. 7<sup>th</sup>.**

**Part VI** (100 points) This is it! This is the culmination of an entire semester full of work! This is your chance to shine, so have fun with it! You can choose from a few different formats to write your paper. Here are three for example: **diary, speech, or article (or wherever your creativity takes you as long as you check it out with me first)**. 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 the present was educational not only for the individual, but more importantly for the people of our time.

- 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 VI should be a polished paper. Organization, grammar, spelling and punctuation will be graded in this part. You must also resubmit your graded Parts I-V, and provide an annotated bibliography (all in a non-plastic folder). *Format: MLA format, double spaced, one inch margins, 2500+ words.*

**Due: Wednesday, Dec 7<sup>th</sup>**

**Texts:** Murhpey, Rhoads. *A History of Asia 7<sup>th</sup> ed.*

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

**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:**

Quizzes/Assignments/Participation:	200 pts
Religion/Philosophy Paper:	100 pts
Final Projects:	300 pts
Total	600 pts

**Grade Scale:**

600-540	A
539-480	B
479-420	C
419-360	D
359-0	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](mailto: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 οἶεταί 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?



## COURSE SCHEDULE

Aug 22 Introduction to Asian History

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24 Introduction/Prehistoric Asia  
(Intro and chap 1)

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29 Prehistoric Asia  
(chap 1)

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31 Asian Religions and their Cultures: South Asia  
(chap 2)  
(Handout: Bhagavad Gita (Hinduism))  
**Due: Assignment 1**

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Sept 5 **HOLIDAY: Labor Day**

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7 Asian Religions and their Cultures: Finish South Asia  
(chap 2)  
(Handout: Buddhism, Jainism)  
**Due: Part I B&T**

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12 Asian Religions and their Cultures: East Asia  
(chap 2, chap 5 pg. 90-93)  
(Handout: Analects, Zhuangzi, Dao De Ching/Tao Te Ching, Legalism)  
**Due: Assignment 2**

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14 Asian Religions and their Cultures: East Asia  
(Chap 2, 5 pg. 90-93)  
(Handout: Analects, Zhuangzi, Dao De Ching/Tao Te Ching, Legalism)

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19 Asian Religions and their Cultures: Finish East Asia  
(Chap 2, 5 pg. 90-93)  
(Handout: Analects, Zhuangzi, Dao De Ching/Tao Te Ching, Legalism)  
**Due: Part II B&T**

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21 The Societies of Asia  
(Chap 3)  
**Due: Assignment 3**

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	28	The Civilizations of Ancient India (Chap 4)
<b>Oct</b>	3	The Civilizations of Ancient India (Chap 4) <b>Due: Part III B&amp;T</b>
	5	The Civilizations of Ancient China (Chap 5) <b>RELIGION/PHILOSOPHY FIRST DRAFT DUE</b>
	10	<b>NO CLASS, INDIVIDUAL MEETINGS (Rough Draft)</b>
	12	<b>NO CLASS, INDIVIDUAL MEETINGS (Rough Draft)</b>
	17	The Civilizations of Ancient China (Chap 5) <b>Due: Assignment 4</b>
	19	Islam and Medieval India (Chap 2 (Islam section), Chap 7) <b>Due: Part IV B&amp;T</b>
	24	Islam and Medieval India (Chap 2 (Islam section), Chap 7)
	26	Early and Medieval Southeast Asia (Chap 7) <b>Due: Assignment 5</b>
	31	Early and Medieval Southeast Asia (Chap 8) <b>FINAL DRAFT OF REL/PHIL PAPER DUE</b>
<b>Nov</b>	2	Early and Medieval Southeast Asia (Chap 8)
	7	China: A Golden Age (Chap 8) <b>Due: Part V B&amp;T</b>

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9	<b>NO CLASS: Individual Meetings</b>
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14	<b>NO CLASS: Individual Meetings</b>
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16	China: A Golden Age (Chap 8) <b>Due: Assignment 6</b>
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21	Early, Classical, and Medieval Japan and Korea (Chap 9)
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23	Early, Classical, and Medieval Japan and Korea (Chap 9) <b>Due: Assignment 7</b>
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28	Mughal India (Chap 10)
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30	Ming China (Chap 11) <b>Due: Assignment 8</b>
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<b>Dec</b>	5	Conclusion
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7	<b>Asian Film Party!!!!!!!!!!</b> <b>Part I-VI FINAL PROJECT DUE!!!!!!!!</b>
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