HISTORY 242: Asian Civilization II (WI)
Windward Community College
Summer Session I, 2018
3 Credits
WWW (CRN: 60023)

Instructor: Ryan J. Koo
Email: rkoo@hawaii.edu (email is the best and surest way to contact me. Since it is a summer online class, the office phone number below will be an unreliable way to stay in contact, so please defer to email. I will reply to email within 24 hours during the week. If you email me between Friday and Sunday, expect a reply on Monday). If it is an emergency or a quick text, then you can also contact me by cell.
Office: Palanakila 134
Phone: 236-9134
Emergency/text: 265-9972

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 improve your writing skill. Your instructor 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

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 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 human being, and now is the perfect time to get started!

Note on Summer Session: READ!!!! IMPORTANT!!!!!!

Ask yourself if a summer session class is right for you. Since we only have 6 weeks to cover five hundred years of Asian history, this class will be **highly** accelerated. This means that you will be doing a great deal of reading and writing each week. If you are worried that you will not be able to read 2-3 chapters per week, research sources independently, **AND** complete **AT LEAST 3-5 PAGES** of writing per week, **THEN PLEASE DROP THE CLASS.**

IF YOU ARE UP TO THE CHALLENGE, THEN PROCEED. BUT BEWARE! THIS CLASS WILL BE TOUGH!

Method of Instruction: Online

Ask yourself if online is the right method of instruction for you. If you are very independent, organized, focused, and tech-savvy, you should do fine in an online course. On the other hand, if these traits do not describe you, please seriously consider taking a traditional (face-to-face (F2F)) class.

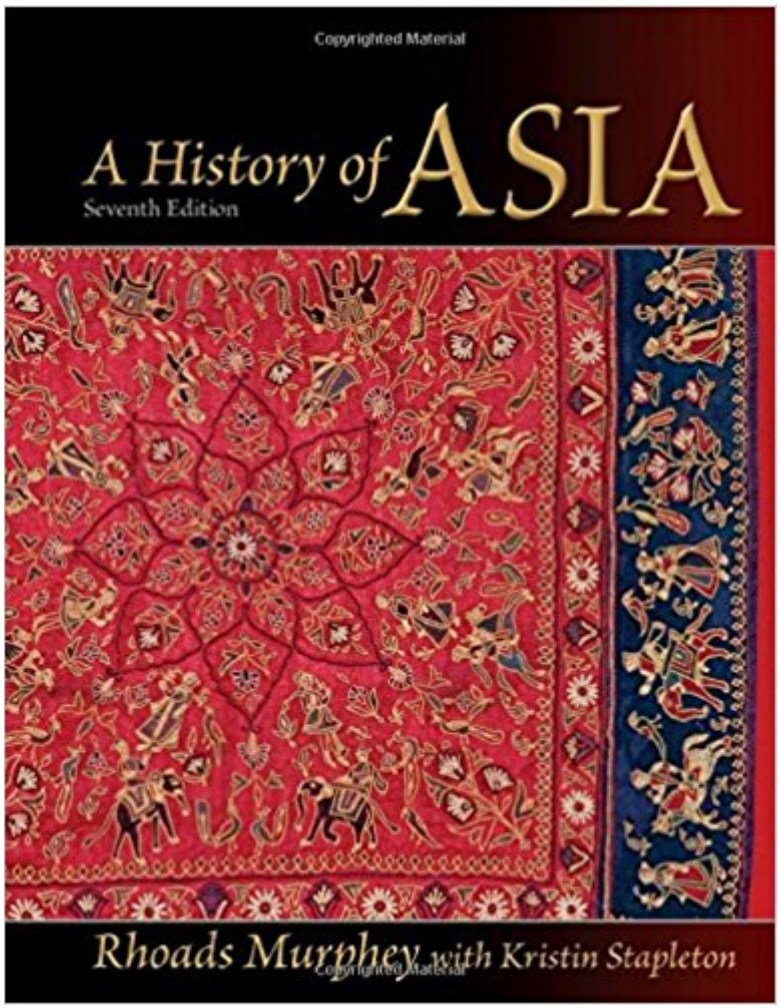
* This course will expect that you are able to independently read, comprehend the "facts" on your own, complete the assignments, and navigate through Laulima with little guidance.

* Keeping on track is a must in this class. Always refer to the Class Schedule that is included in this syllabus. Remember that this is a summer class. You are about to learn the material at a **VERY ACCELERATED** rate. ***This means that EVERY WEEK you will be expected to read 2-3 chapters in the textbook, any additional readings in the form of books or articles, research an historical topic independently, and complete the corresponding assignments as scheduled in the class schedule.*** If this sounds overwhelming (and to many it will!), then please drop the class and take the class during the regular semester.

* Check **ANNOUNCEMENTS** on the Main Page on Laulima for any announcements pertaining to our class. I will usually post the announcement for the week and the discussion board assignments by Monday evening, so Monday evening or Tuesday morning is usually a good time to check the Laulima's homepage. Furthermore, you should check your UH email account frequently (you are required to use your UH email account, however you can have your UH email forwarded to any email that is more convenient.

* Make sure you adhere to the completion dates as **NO LATE WORK WILL BE ACCEPTED.** The reason one takes an online class is for its flexibility, but I also think that keeping you to some sort of weekly schedule is the best way to ensure that you keep up with the overwhelming amount of material. And since this is also an online class with mainly written work, I **TRUST** that when you do your assignments, you are doing all of the work yourself and utilizing only the class resources (i.e., textbook, handouts, books, previous assignments, etc.) that you have. I do not tolerate any form of plagiarism, and punishment for any nefarious activity will be swift and brutal.

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



Course Requirements:

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

* **Weekly Discussion Board posts.** Each week I will post various Discussion Board topics on the Discussion Board tab on Laulima. You are required to comment on **ALL Discussion Board posts** (roughly 2 per week) throughout the semester. You will be rewarded with **10 points for each post (100 points possible**). Posts should be around **200 words.** Remember, this is the only way we can communicate with each other as a class for the next six weeks, so help each other make this stale medium of an online discussion board a vibrant place of meaningful discussion and debate!

  There will also be extra credit Discussion Board posts each week, so be sure to go the extra mile to ensure your perfect score in History 242!!!

* Complete **4 out of possible 11 textbook assignments by the end of the semester**. Each week there will be a number textbook assignments assigned, but you do not need to complete all of them. You are required to complete **4 textbook assignments** by the end of the semester, but the choice of which assignments to complete is up to you (although whichever you choose, you need to complete each one by the specified due date listed in the **Class Schedule** located at the end of this syllabus). The assignments consist of **4-6** questions based on the textbook chapters as designated in the **Class Schedule** found in this syllabus. For example, week one in the Class Schedule lists two possible choices for textbook assignments, Assignment 1 and Assignment 2. You can complete two, one, or none. As long as you complete 4 assignments by the end of the semester, I don't care which assignments you complete, but you have to complete them by the listed due date in the class schedule. If I were you, I would complete the first four assignments over the first couple of weeks, that way you will not have to worry about textbook assignments at the end of the semester (especially considering the research and writing required to complete the final project!).

* There are no examinations for this course.

* **All students are required to meet with me at least once during the semester for an extended counseling session. Session need to be completed by the end of week 4. Sessions can be in person, online (skype, etc), or over the phone. It is your responsibility to arrange a time with me.**

* Finally, you are required to complete the final project, a semester-long research project. More on this below.

Grading:

Assignments/Points	Total
4 Textbook Assignments (25 pts each)	100
10 Discussion Board Posts (10 pts each)	100
1 Final Project (300 pts)	300
Total Points possible	500

Grade Scale:

450-500	A
400-449	B
350-399	C
300-349	D
0-299	F

Think of it this way. As of the first day of the class, you have a total of 500 points, a perfect A. If you lose 50 points, you will drop a letter grade. So my best advice is to keep up with all of the readings and stay ahead of the final deadline just in case of an emergency. **REMEMBER: THERE IS NO PENALTY FOR COMPLETING THE WORK EARLY!!!**

Finally, 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.

INCOMPLETES are not granted for this course.

Statement on Student Responsibilities

In instructional activities, students are responsible for meeting all of the instructor's attendance and assignment requirements. Failure to do so may affect their final grade. In all college-related activities, including instruction, they must abide by the college's codes and regulations, refraining from behavior that interferes with the rights and safety of others in the learning environment. Finally, if they decide to file a grievance, they are fully responsible for providing proof that they have been wronged.

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 ASAP.

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 ʻAkoakoa 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 (I do so every day!), and NEVER be afraid to ask questions. Remember: there are no stupid questions! The best three word phrase to utilize this semester is simple: "I don't know." Be brave enough to admit that and you will go far in this class, and in life!

Socrates: […] οὗτος μὲν οἴεταί τι εἰδέναι οὐκ εἰδώς, ἐγὼ δέ, ὥσπερ οὖν οὐκ οἶδα, οὐδὲ οἴμαι

– 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?

CONSULT instructor if you need help, advice, encouragement, or have questions about the course. Feel free to email me with any and all questions. Since we will never meet face to face, written communication is vital to your success.

Final Project:
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. It turns out that ancient 1980s style phone booths, for some inexplicable reason, are the perfect vessels 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 "most excellent" history paper the world has even seen. You and you alone will be serving as the host for this special visitor, so you need to 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 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 2018 could learn from this historical person or his/her society. In other words, it better be 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).

LIST OF CHARACTERS

Qianlong	**Zheng He**	**R. Tagore**	**Tokugawa Ieyasu**
Chulalongkorn	**Fukuzawa Yukichi**	**Akbar**	**Mumtaz Mahal**
Ho Chi Minh	**Mao Zedong**	**Jiang Jieshi**	**Cixi**
M. K. Gandhi	**Mohammad Ali Jinnah**	**Sun Yat-sen**	**Liang Qichao**

Or choose your own! Just be sure to check with me before you commit!

Keep track of your sources. You must provide an annotated bibliography with Part VI, 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: May 27th.**

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 most 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: June 3th.**

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 2017 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: June 10th**

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: June 17th**

Part V (50 points) This is the time that you deliver unto me your **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: June 24h.**

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+ word*s. **Due: July 1st**

Final note: if the creativity demanded by this project is terrifying to you, you can always opt to write a standard, traditional research paper. You would still need to follow the same structure for each step of the assignment, but your final paper wouldn't include any science fiction elements.

CLASS SCHEDULE

WEEK ONE (May 21-27) (Assignments due by Sunday, May 27th, 11:59 pm. Remember, you don't have to complete all textbook assignments, just 4 by the end of the summer)

READINGS (Murphy Textbook)

Chapter 10: South Asia: Mughal India and Central Asia
Chapter 11: Imperial splendor in Ming & Qing China

ASSIGNMENTS (located on Laulima, Resources/Assignments)

Assignment 1
Assignment 2

FINAL PROJECT: Part I

WEEK TWO (May 28-June 3) (Assignments due by Sunday, June 3rd 11:59 pm)

READINGS (Murphy Textbook)

Chapter 12: Tokugawa Japan
Chapter 13: Europeans Advance into Asia

ASSIGNMENTS (Located on Laulima)

Assignment 3
Assignment 4

FINAL PROJECT: Part II

Week Three (June 4th-June 10th) (Assignments due by Sunday, June 10th, 11:59 pm)

READINGS (Murphy Textbook)

Chapter 14: Rise of British Power in India
Chapter 15: The Triumph of Imperialism in Asia

ASSIGNMENTS (Located on Laulima)

Assignment 5
Assignment 6

FINAL PROJECT: Part III

Week Four (June 11th- June 17th) (Assignments due by Sunday, June 17th, 11:59 pm)

READINGS (Murphy Textbook)

Chapter 16: Nationalism and Revolution in China
Chapter 17: Japan and the Struggle for Asia

ASSIGNMENTS (Located on Laulima)

Assignment 7
Assignment 8

FINAL PROJECT: Part IV

INDIVIDUAL MEETING WITH YOUR INSTRUCTOR (ME!) MUST BE COMPLETED BY FRIDAY

Week Five (June 18th-June 24th) (Assignments due by Sunday, June 24th, 11:59 pm)

READINGS (Murphy Textbook)

Chapter 18: Revival and Revolution in Japan and China
Chapter 19: Korea and Southeast Asia: Decolonization, Cold War, and After

ASSIGNMENTS (Located on Laulima)

Assignment 9
Assignment 10

FINAL PROJECT: Part V

Week Six (June 25th-July 1st) (All Assignments due by Sunday, July 1st, 11:59 pm)

READINGS (Murphy Textbook)

Chapter 20: South Asia: Independence, Political Division, and Development

ASSIGNMENTS (Located on Laulima)

Assignment 11

FINAL PROJECT: Part VI