

HIST 1210—Asian History: Traditions

Instructor:

Class times:

Email:

Phone:

Department phone:

Required Texts

- Conrad Schirokauer (et. al.), *A Brief History of Chinese and Japanese Civilizations* (Boston: Wadsworth, 2012)
- Burton Stein, *A History of India* (Oxford: Wiley-Blackwell, 2010)
- All other readings on electronic reserve (ER) or free online

Course Description

This course examines Asian cultures and civilizations through the historical lens. Students study the fundamental ideas, values, practices and politics of Asia from the earliest civilizations through the 14th century political fragmentation of the Mongol Empire. Readings and assignments additionally aim at fostering analytic, interpretive, and creative abilities and at developing oral and written communication skills. It is primarily international in focus but explores some global issues.

Student Learning Outcomes

At the conclusion of this course, you will be able to:

- Demonstrate understanding of the approaches and methods historians use to create knowledge about the past and how those methods compare and contrast to other disciplinary approaches and methods.
- Make connections between what is learned in this class and other bodies of knowledge and be able to explain how this course fits into a General Education.
- Analyze, interrogate, contextualize, interpret a variety of historical sources to learn the threshold concepts in History (All history is subjective; Sources are pieces of evidence, not just pieces of information; There is no certainty and usually no single correct answer to historical questions; History is infinitely interconnected; The “otherness” of different eras; History is a product of the time in which it is written and is often co-opted for political ends; Historical knowledge is provisional and ongoing; etc.)
- Reason sequentially, find causal relationships, identify the dynamic between change and continuity, and identify historical meaning and significance in the events and human experiences they study in the course;
- Construct a well-crafted, analytical argument based on historical evidence and present it in a clear and effective manner;

- Speak and write cogently, knowledgably, and respectfully about early Asian civilizations;
- Analyze the impact of geographical features in the formation and evolution of early Asian civilizations and assess the significance of agriculture in the development of complex cultures and identify the major characteristics of early agricultural societies in Asia;
- Identify and organize the key social, political, economic events, themes, issues, and processes within Asian civilizations prior to 1500 and demonstrate an understanding of the ways they are imbricated;
- Compare and contrast the development of diverse Asian civilizations, identify the connections between and among them that developed over time, and be able to explain how the histories of distinct regions in Asia create a collective called the history of Asia
- Analyze the complex interplay between religion, space, language, and relation to power and how these forces facilitated the development of identity in early Asian Civilizations
- Explain and analyze the origins, basic beliefs, and diffusions of the Asia's major religious traditions:
- Describe the meaning of significant early Asian texts and assess how these sources both reflected and shaped Asian beliefs and practices over time;
- Apply knowledge of the history of Asian Civilizations to contemporary issues and problems and be able to engage a diversity of perspectives about the past and the present in a civil and constructive manner
- Examine the dynamics of power in and between Asian communities, regions and dynasties, and identify how it affected the social, cultural and economic developments as well as the political .
- Sift through and collect appropriate source material in the library or online and demonstrate that the ethics and practice of history mean recognizing and building on the work of others and providing appropriate and thorough attribution
- Post to an ePortfolio a signature assignment and reflection, the latter of which will provide evidence of understanding how the assignment or course fits into a General Education program.

Assessments

This course will be graded according to the following list of expectations/assignments:

attendance/participation	every class session	20% of your grade
reading quizzes	every class session	15% of your grade
question selection	26 January in class	2% of your grade
secondary sources list	9 February	3% of your grade
primary sources list	23 February	10% of your grade
mid-term exam	23 March	10% of your grade
rough draft	1 April in class	10% of your grade
final draft	22 April	10% of your grade
final exam		20% of your grade

Description of Assessments:

ATTENDANCE/QUIZZES: A simple five-question quiz will be administered at the beginning of every class, and will be based on the reading. If you do the reading, you'll excel at the quizzes.

Just a 4 out of 5 will earn a 100%; I just want you to read! I will also drop your two lowest quiz grades. In addition, I will take attendance at the beginning of every class session. Doing the reading and coming to each and every class is the best way, hands down, to do well academically. Combined, these two relatively simple tasks account for more than a third of your final grade in this class.

EXAMS: This class includes both a mid-term and a final exam. Taken together, these are worth 30% of your grade. The final will still cover some material from the first half of class, but will be weighted heavily toward the second half of class.

RESEARCH PAPER: 12+ pages, size 12 Times New Roman, double-spaced (with no extra spacing between paragraphs!), not including endnotes (which must be in either MLA or Chicago style; type "Owl at Purdue" in a search engine for assistance here). Wikipedia is a great starting point—but absolutely forbidden as a source in your final paper. Much of your grade (35%) will be based on your progress on this single assignment.

First, you'll be required to identify a question—the one that you will attempt to answer in your paper. It can be broad (like, for example, "What were the ramifications for history of the Mongol conquests?") or it can be very specific (i.e. "How did Tibetan Buddhism clash with the older Bon religion?"). [= 2% of final grade]]

Second, you'll need to survey the secondary sources on your topic. Your final list should have at least twelve solid secondary sources, eight of which must be paper sources (i.e. not websites). As a historian, it will be your job to identify the foundational works in your area first—before you delve into the topic for yourself. Scholarly books, academic articles (scour JSTOR), and appropriate websites and databases may work best here. MLA or Chicago style. Each citation must be followed by 2-3 sentences of annotation (explanation): why does this book belong on your list? [= 3% of final graded

Third, you'll turn in a primary sources list. Your final list should include at least six solid primary sources. These might include media from the time (i.e. newspaper/magazine articles or ads), speeches from the time, personal records, artifacts, photographs, maps, oral history, and police or government records. MLA or Chicago style. Each citation must be followed by 2-3 sentences of annotation (explanation): why does this source belong on your list? Q= 10% of final grade]]

Fourth, you'll turn in a rough draft. This should include an introductory paragraph outlining the question (i.e., "the problem")—including a thesis statement introducing your answer. Your paper should be well organized as a defense of your answer. Your conclusion should sum-up your paper once again. Please read your paper to yourself out loud: you may be surprised how many errors you can correct using this one simple method. In class, we will divide into groups (based on topic similarity) for peer critique. [= 10% of final grade]]

Fifth, you'll turn in the final version of your research paper. At this point it should be error-free in terms of spelling, grammar, and punctuation. Your arguments should be well crafted in an organized paper

with a clear, concise introduction and a similarly clear and concise conclusion—all based on information from at least fifteen solid sources, both secondary and primary. Who knows—there may be one among you who will actually be able to publish his/her work...? [= 10% of final grade]]

EPORTFOLIO ASSIGNMENT AND REFLECTION

Your final draft of the research paper is the signature assignment that you are to upload onto your ePortfolio. The credit for the final draft (see above) includes the uploading of the research paper and a reflection essay to your General Education ePortfolio. Please select one of the two options below to base your reflection essay upon:

- How is what you learned through doing this assignment important and relevant to anything in the world today? What contribution does this assignment make to your General Education?
- How does what you learned in this assignment connect to knowledge you have gained in other disciplines/fields or another course or assignment at the college? What contribution does this assignment make to your General Education?

One last note: I will not accept late assignments. I will maintain this policy strictly. In the case of a legitimate emergency, please talk with me, but in the vast majority of circumstances a late paper will simply not be accepted. Plan now to complete your assignments early (even weeks early!) so as to avoid such an unfortunate situation. This is a fantastic habit to get into and could drastically improve your college experience.

Grading System

A (94-100), A- (90-93), B+ (87-89), B (84-86), B- (80-83), C+ (77-79), C (74-76), C- (70-73), D+ (67-69), D (64-66), D- (60-63), E (59 and below)

Resources

I will give you a minute at the end of every class session to write down one or more “muddy points” that you may have concerning either the reading or the lecture. Is there something you just aren’t getting? Something a little unclear? Something “muddy?” Let me know! I will collect these at the end of every class and promise to respond to each of them as “Discussions” topics on Canvas. You are free to respond to these, whether the discussion comes from your own question or someone else’s. Participation in Canvas Discussions will boost your participation grade.

By far, my preferred method of communication is by email. Please, never hesitate to email me if you have a question or concern. Only use my phone number in the case of a legitimately urgent matter, please.

If you like, I can help facilitate the organization of study groups, too.

CLASS AND READING SCHEDULE:

Key:

ER = electronic reserve PS = Sources of Asian History, Vol. I OS = online at wkeslerjackson.com/history/asia2 'password: milarepa'

Week 1: Introduction; What is History? What is General Education? What is Asia?
Read for today: (a) ER: "The idea of Asia," in Asia: Cultural Politics in the Global Age

Week 2: Cradle of Civilization: the Indus
Read for today: (a) ER: "Prehistory and Early History" (I), in A Cultural Atlas of India
(b) OS: "Mohenjo-Daro: An Ancient Indus Valley Metropolis"

The "Aryan" Problem

Read for today: (a) Stein, pp. 46-84

Week 3: To Alexander the Great

Question selection due.

Read for today: (a) ER: "Chapter 5," in History of India, vol. 1

"Hinduism," Jainism, Buddhism

Read for today: (a) ER: "Mahavira and Buddha in South Asia," in Comparative History of Civilizations in Asia, Vol. 1

Week 4: Cradle of Civilization: the Yellow

Read for today: (a) ER: "The Archaic Monarchy," in A History of Chinese Civilization

The Zhou

Read for today: (a) Schirokauer, et. al., ch. 1

Week 5: "Warring States"

Secondary sources list due.

Read for today: (a) Schirokauer, et. al., ch. 2

The Age of Philosophers

Read for today: (a) ER: "Introduction," in The Analects

Week 6: Empire: the Maurya

Read for today: (a) Stein, pp. 85-90 (b) ER: "Chapter 6," in History of India, vol. 1

Age of Invasions

Primary sources list due.

Read for today: (a) ER: "The Growth of Civilization," in The Story of India

- Week 7: Ancient South India
Read for today: (a) Stein, pp. 84-85, 96-101
Cultural Nexus: India
Read for today: (a) Stein, pp. 121-124 (b) ER: "The Expansion of Buddhism into Southeast Asia," in *The Silk Roads: Highways of Culture and Commerce*
- Week 8: Empire: the Qin and Han
Read for today: (a) Schirokauer, et. al., ch. 3 (b) ER: "Pax Sinica," "The Triumph of the Literati," and "The Splendor and Decadance of Han," in *The Rise and Splendor of the Chinese Empire*
- Week 9: Ancient Japan and Korea
Read for today: (a) Schirokauer, et. al., ch. 6 (b) ER: "From Early Settlements to the Silla Unification of Korea," in *A Brief History of Korea*
Cultural Nexus: China
Read for today: (a) ER: "Confucianism and Buddhism," in *Japan: A Short Cultural History* (b) ER: "The Four Great Inventions," in *From Moon Cakes to Mao to Modern China*
- Week 10: Midterm in class.
Gupta India
Read for today: (a) Stein, pp. 90-96
- Week 11: Political Disunity in India
Read for today: (a) Stein, pp. 105-121
Islam Arrives; the Kanauj Triangle
Rough draft due.
Read for today: (a) Stein, pp. 124-129
- Week 12: Political Disunity in China
Read for today: (a) Schirokauer, et. al., ch. 4
Reunification: the Sui; Medeival Korea
Read for today: (a) Schirokauer, et. al., ch. 5 (b) ER: "Reunification in the Buddhist Age," in *China: A New History* (c) ER: "Medeival Korea," in *The History of Korea*
- Week 13: Tang China
Read for today: (a) ER: "Sino-Tibetan Conflict," in *Tibetan Nation*
Of Ghaznavids and Cholas

Read for today: (a) Stein, pp. 129-154

Week 14: A Sultanate Established

Read for today: (a) OS: "The Delhi Sultanate"

Week 15: Southeast Asia

Research paper due.

Read for today: (a) ER: "Southeast Asia: Prehistory to AD 1300," in Asia: A Concise History (b) ER: "Southeast Asia: The Khmer," in The Great Empires of Asia

Song China; Heian and Kamakura Japan

Read for today: (a) ER: "Government in the Heian Period" and "Rule by the Military

Houses," in A History of Japan (b) ER: "Kamakura Japan," in East Asia: A Cultural, Social, and Political History (c) Schirokauer, et. al., ch. 8

Week 16: Yuan Dynasty

Read for today: (a) Schirokauer, et. al., ch. 9 (b) ER: "The Missing Conqueror," in Genghis Khan and the Making of the Modern World

Work shop final drafts and Review

Final Exam :

Other important Dates:

Last Day to Add:

Last day to drop with 100% refund:

Last Day to Withdraw (with no refunds):

Holidays when classes are not in session:

Last day of class:

Reading Day:

DRC STATEMENT

SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to

learning materials or the learning environment, please contact the Disability Resource Center: (phone) 801-957-4659; (email) drc@slcc.edu; (website) www.slcc.edu/drc

STUDENT CODE OF CONDUCT STATEMENT

The student is expected to follow the [SLCC Student Code of Conduct](#).

GENERAL EDUCATION STATEMENT

This course fulfills the International Global Learning (IG) requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

TITLE IX STATEMENT FOR SLCC FACULTY

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

Kenneth Stonebrook, J.D.

Title IX Coordinator

Salt Lake Community College

Taylorsville Redwood Campus – STC 276A



Online Reporting Form: <http://www.slcc.edu/title-ix/complaint.aspx>

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, (801) 957-4268.

For more information about Title IX, go to: <http://www.slcc.edu/title-ix/index.aspx>

IMPORTANT INFORMATION FOR STUDENTS

GENERAL EDUCATION

Regardless of your major, General Education courses build a foundation of broad knowledge and skills that help you in your further career and life.

GENERAL LEARNING SUPPORT & TUTORING SERVICES

General Learning Support & Tutoring Services provide support for SLCC students enrolled in any class at the College. All resources are provided free-of-charge. Ask your instructor about discipline-specific learning support and tutoring services.

- **Tutoring and Learning Centers**: provide free assistance in Math, Science, Accounting, CSIS and Allied Health Classes at 6 campus locations.
- **Student Writing Center**: provides in-person and online feedback on all writing assignments.
- **Academic Literacy Center**: provides tutoring in reading and conversation.
- **Library Services**: provides research help, print and online resources, computers and study space.
- **ePortfolio Lab**: provides drop-in assistance for all ePortfolio questions.
- **eLearning Support**: provides support for navigating online and hybrid classes.
- **Business Resource and Innovation Center**: provides tutors and a study space for students in Business and CSIS courses. Located in BB 226 on Taylorsville-Redwood Campus.

ADVISING AND COUNSELING SUPPORT SERVICES

Advising and Counseling Support Services provide support for students enrolled in any class at the college.

- **Center for Health and Counseling**: provides health care, mental health counseling, massage therapy services and healthy lifestyle programs.
- **Veterans' Services**: assists hundreds of students in using their VA education benefits each semester.
- **Academic and Career Advising**: helps students plan, explore, make decisions, access resources and evaluate their academic and career goals.
- **Academic Achievement Center**: helps students achieve GPA requirements for graduation.