

HIST 1220—Asian Civilizations: Modern History and Societies

Instructor:

Class times:

Email:

Phone:

Department phone:

Required Texts

- Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy* (London: Routledge, 2001)
- Conrad Schirokauer (et. al.), *A Brief History of Chinese and Japanese Civilizations* (Boston: Wadsworth, 2012)
- All other readings on electronic reserve (ER) or free online

Course Description

This course examines modern and contemporary Asian civilizations from the end of the Mongol period to nearly the present through the historical lens. Students explore the historical development of politics, economics, and societal relationships, ideas, values, and practices. It is primarily international in focus but does address some global issues.

This is a General Education Course that fulfills the International Global Learning requirement. Specifically, it is an international course.

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 modern Asian history and societies
Demonstrate knowledge of the geography of modern Asia in being able to describe the regions and each of the major countries within each region;
identify and organize the key social, political, economic events, themes, issues, and processes within Asian civilizations since the 15 th century and demonstrate an understanding of the ways they are imbricated;
Compare and contrast the development of diverse Asian civilizations since the 15 th century, identify the connections between and among them that developed over time, and be able to explain how (or if) the histories of distinct regions in Asia create a collective called the history of modern 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;
Describe the meaning of significant modern 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 modern Asian communities, regions and dynasties including the role of nationalism, national myths, imperialism, colonialism, and religion-and-politics since 1400;
Collect and sift 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	4 May in class	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, "Why did the Qing fall?") or it can be very specific (i.e. "How did Nadir Shah conquer Delhi?" or "What was the role of Sufism in eighteenth-century Islamic revivalism?"). [= 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 e-Portfolio. To get credit for the final draft (see above), you must upload both the paper and a reflection essay to your General Education ePortfolio. To complete the latter, please select one of the two reflection prompts below:

- 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 SCHEUDULE:

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: Mughals: the "Big Six"
Read for today: (a) ER: "Mughal Pomp, Indian Circumstance: 1605-1682," in India: A History
Early Modern South Asia: Society and Culture
Read for today: (a) Bose and Jalal, ch. 4
- Week 3: South India
Question selection due.
Read for today: (a) OS: "Southern India, c. 1340-1565"
South Asia: Western Encounters
Read for today: (a) OS: "The Portuguese in India: The Early Phase"
(b) OS: "The Rise and Fall of the Largest Corporation in History"
- Week 4: Ming China
Read for today: (a) Schirokauer, et. al., ch. 10
(b) OS: "Biography of Wang Yangming"
(c) ER: "Chapter 19," in From Moon Cakes to Mao to Modern China
Japan: Ashikaga Shogunate, Political Unification; Joseon Korea
Read for today: (a) Schirokauer, et. al., ch. 12
(b) ER: "The First Half of the Choson Period," in History of Korea
- Week 5: Early Modern East Asia: Society and Culture
Secondary sources list due.

Read for today: (a) ER: "The Donglin Academy" and "Liu Zongzhou on Life and Death," in Sources of Chinese Tradition

(b) OS: "Muromachi Period" (including six works of art, descriptions)

East Asia: Western Encounters

Read for today: (a) Schirokauer, et. al., ch. 13

Week 6: The Mughals after 1700

Read for today: (a) Bose and Jalal, ch. 5

(b) ER: "The Last Act of the Mughals," in A History of India

Rise of the Marathas

Primary sources list due.

Read for today: (a) ER: "Shivaji and the Maratha Polity," in The Marathas

Week 7: 18th-Century Western Rivalries in India

Read for today: (a) Bose and Jalal, ch. 6

(b) ER: "The Shadow of Europe," in A History of India

(c) ER: "A Glorious Prospect: Robert Clive's Wars, 1740-55," in Raj

Manchu Invasion

Read for today: (a) Schirokauer, et. al., ch. 15

Qing Golden Age

Read for today: (a) ER: "The Gilded Age of Qianlong," in The Manchus

Week 8: Tokugawa Japan

Read for today: (a) Schirokauer, et. al., ch. 14

(b) ER: "The Political Heritage," in Modern Japan

Midterm in class.

Week 9: The Company Bahadur

Read for today: (a) Bose and Jalal, ch. 7-8

1857

Read for today: (a) Bose and Jalal, ch. 9

Week 10: The "Raj" Through 1900

Read for today: (a) Bose and Jalal, ch. 10

(b) ER: "All Roads Lead to India," in The Great Game

(c) ER: "The Russians are Coming," in Tournament of Shadows

Hindu-Muslim Politics

Rough draft due.

Read for today: (a) Bose and Jalal, ch. 11

Week 11: South Asia and the Great War

Read for today: (a) Bose and Jalal, ch. 12

Qing Decline: External Pressures

Read for today: (a) Schirokauer, et. al., ch. 16

(b) ER: "Tsiand Ting-Fu: The English and the Opium Trade," in Imperial China

(c) ER: "The Tumultuous Nineteenth Century," in The History of China

Week 12: Qing Decline: Internal Pressures

Read for today: (a) Schirokauer, et. al., ch. 20

(b) ER: "New Tensions in the Late Qing," in The Search for Modern China

(c) ER: "The Social Expansion and its Consequences," in A History of Chinese Civilization

Week 13: Japan's Isolation Broken; Late Joseon

Read for today: (a) Schirokauer, et. al., ch. 17

(b) ER: "Late Choson," in A Brief History of Korea

(c) ER: "The Fall of the Old Order," in Modern Japan

Week 14: Modern Japan Awakes

Read for today: (a) Schirokauer, et. al., ch. 18

East Asia and the Great War

Research paper due.

Read for today: (a) Schirokauer, et. al., ch. 21

(b) ER: "Japanese Dominion," in The History of Korea

Week 15: Between the Wars

Read for today: (a) ER: "The New Republic," in The Search for Modern China

(b) Schirokauer, et. al., ch. 22

(c) Bose and Jalal, ch. 13-14

(d) ER: "From Peace to War," in A History of Japan

The Great War 2.0, Aftermath

Read for today: (a) Schirokauer, et. al., ch. 23

(b) ER: "Generalissimo Chiang Kai-shek," in Inside Asia

(c) Bose and Jalal, ch. 15

Week 16: 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 this class is 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](#).

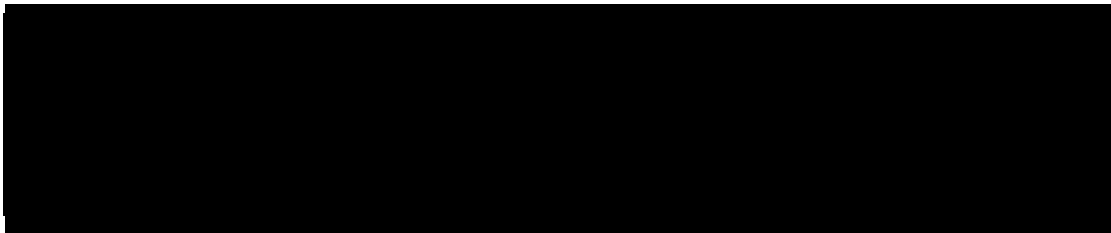
GENERAL EDUCATION STATEMENT (IF APPLICABLE)

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:



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.