

HISTORY 210: Far East in the Modern World

Classroom: C165

Item/Sec.: 5234 A

Times: Daily - 9:30-10:20

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Office Hours: M-W – 12-1, and by appt.

Course Description: This course will familiarize you with the main events, as well as social and political forces, that shaped the main nations of the Far East from c.1800 to the present. These nations – most notably China, Japan, and India/South Asia, but also Korea and Vietnam – have emerged in recent decades as major forces in economics and diplomacy in the world. In fact, in the near future their collective impact on the world is almost certain to increase. And yet all are ancient civilizations with long and impressive histories, but were (with the notable exception of Japan) dominated by Western powers for much of the 19th century and into the 20th.

This course will start at the accession of significant European/Western power and influence in Asia in the early 19th c., but will explore how these Asian nations forced a resurgence of their autonomy in the 20th c., esp. between the world wars, and in the wake of the latter destructive conflict created very different political and economic systems and routes to “modernization. China took the route of Maoism, and then after Mao’s death “Socialism with Chinese characteristics.” Japan (and Korea and Taiwan) took the route of export-oriented capitalism combined with massive government-business cooperation. And India – after Gandhi and INC led independence -- became the world’s largest federal democracy, initially with an Indian version of Socialism but later moving toward more free-trade, high-tech oriented capitalism.

Yet all have followed these paths with eyes to their long pasts and deliberate attempts to preserve aspects of their unique cultures while leaping rapidly to the future. This phenomenon has created some very unique and fascinating situations in these lands, which we will also examine.

Learning Objectives:

After completing this course, students should be able to:

- Successful students will analyze relevant causes and effects through the media of written essays and oral analysis.
- Successful students will present accurate timelines in written and oral analysis, such as exams or extended essays including oral discussion, tests and paper, and describe the major cultural trends.
- Successful students will describe and explain significant events and individuals.
- Successful students will evaluate evidence and construct cogent logical arguments in written exams, essays, and verbally that indicates its importance to historical circumstances.
- Successful students will investigate primary source material and assess it in historical context.
- Successful students will draw inferences from discrete data.
- Successful students will recognize and assess historiographical debates and problems.
- Successful students will apply appropriate historical methods and terminology in essays and oral discussion.
- Identify the general pattern of major Asian states, including their political system; socio-economic conditions; cultural traditions and beliefs at the beginning of the modern period.
- Describe and explain the rise of Western interest in Asia in the modern period-including Portuguese, Dutch, French, British, Russian and American expansion from c. 1800 onwards.

- Describe and explain the reactions of major Asian policies to the arrival of Western commercial interests in places such as India, China, Indo-China and Japan.
- Describe and explain the rise of modern Asian nationalism in the major states, including but not limited to, India, China, Japan, Vietnam, and Korea.
- Identify the major conflicts and crises which beset Asia during the age of 19th century imperialism and analyze the role of Asia in the global conflicts of the 20th century and the impact of these conflicts on Asian countries.
- Describe and explain the main changes in the major states of Asia since the Second World War, including but not limited to the emergence of independent states such as India, Pakistan and Bangladesh; the emergence of the Peoples' Republic of China; Taiwan; Korea; Vietnam.
- Describe explain the crises and conflicts confronting the major Asian countries in the contemporary world – including, but not limited to, the problems of modernization in countries such as China, India, Korea, Japan; demographic problems; environmental developments; the place of modern Asian states in the global balance of the late 20th century.
- Recognize the manner in which the historical traditions of Asian societies has shaped the present condition of modern Asian countries and the on-going tensions between the drive for the modernization and tradition which continues to inform the history these countries.

**ONLINE PROCEDURES AND GUIDELINES
OF THE SOCIAL SCIENCE DIVISION
Revised Spring 2009**

Bellevue Community College's Affirmation of Inclusion

Bellevue Community College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BCC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

Cheating, Stealing, and Plagiarizing* and Inappropriate Behavior

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: plagiarizing material from the Internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the [Core Rules of Netiquette](#). The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services, [link to Student Code](#).

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Vista class sites, and material, may not be directly accessible after the end of the quarter so it important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). There is a standard form that instructors have access to in their instructor's grade briefcase.

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

Final examinations may involve proctored on-campus arranged exams or may be administrated completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be in compliance with any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check [Enrollment Calendar Deadlines, Refunds/Withdrawals](#), for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

Hardship Withdrawal (HW)

From page 9 of the current course catalog, [2008-2009 online catalog](#), HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to contact the Disability Resource Centre (DRC) [link to DRC](#). The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110, email drc@bellevuecollege.edu). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter.

Distribution of Grades

Students should access their grades through the BCC Web site. Any returned material should be accessed prior to the end of the quarter. After the end of the quarter, Vista class sites may not be accessible by students. Individual instructors may use non-Vista tools for recording and maintaining the students' progress. Questions about grades assigned should be initially directed to your instructor.

Submission and Returning of Papers, Assignments and Assessments:

Specific guidelines for taking exams and submitting assignments are published in the syllabus. Please contact instructor at the start of the quarter for any clarifications.

Technical Assistance

Vista-related or technical issues should be referred to Distance Education, [link to Distance Education web resources](#). You may also email them at landerso@bellevuecollege.edu or call 425-564-2438 (1-877-641-2712). Vista tutorial help and basic instructions can be found at <http://bellevuecollege.edu/distance/studentguide/>

Philosophy- Learning is a multifaceted process. In addition to the necessity of reading and making a solid effort to comprehend the reading, it also involves critical thinking, student/student and student/instructor dialogue and discussion, and collaborative learning. I expect us all to make an effort in all these areas by doing the reading and by engaging in discussion and group activities. I also will be available to facilitate your learning and projects, but the responsibility is yours. Finally, toleration must be observed. Viewpoints may be criticized, but criticizing individuals FOR their views (or anything else) will not. Open debate must not lead to personal attacks.

Behavior – I expect everyone to be mindful of the fact that others are paying for the privilege of attending class. Thus, while I don't prohibit *food and drink*, if the noise disturbs others you may be asked to leave. The same principle applies to *talking*. If it may be bothersome to others, take it outside. This isn't high school. If you don't want to pay attention and be considerate, then leave.

Cell Phones -- You are expected to turn off or silence your cell phones and similar devices prior to the start of each class. Using them during class will result in a warning; if a second incident occurs you will be asked to leave the room for the remainder of that class.

Americans With Disabilities Act: If you require special classroom accommodations due to disability, have emergency medical instructions, or need special arrangements for building evacuation, please tell the instructor as quickly as possible

Special Note: For all assignments, **NO PLAGIARISM** (direct copying of more than half a sentence from the text or other published material without mention of the source) will be tolerated, and no credit will be given for any assignment in which I find it. If egregious it may result in failure of the entire course. I expect you to look on-line or elsewhere in order to fully understand just what is plagiarism. THIS IS YOUR RESPONSIBILITY.
But here are some places to start.

For a description of plagiarism see the statement by the American Historical Association
<<http://www.historians.org/Perspectives/issues/2002/0203/0203aha4.cfm>>.

You need to be aware that plagiarism is a very serious academic offense. Although some students do this deliberately, many commit plagiarism out of a lack of understanding. Diana Hacker, in her book *A Pocket Style Manual*, describes plagiarism as the “unattributed use of a source of information that is not considered common knowledge. Three acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” (Diana Hacker, pp 157-158, *A Pocket Style Manual*) Additionally, access the site “The Historian’s Toolbox” (the address follows) for some useful examples regarding plagiarism, quotes, and paraphrasing. To get the most out of these tutorials, select all the boxes to review the feedback. Start with this page “What is Plagiarism”:
http://guides.library.fullerton.edu/historians_toolbox/unit6/tutorial1/u6t1p2plagiarism.htm

**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Vice President of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

GRADING

I will grade on the following numerical system:

A = 88%-100% (A-/3.7 = 90%, A/4.0 = 94+%)

B = 77%-87% (B+/3.3 = 85%, B/3.0 = 81%, B-/2.7=78%)

C = 64%-76% (C+/2.3 = 74%, C/2.0 = 70%, C-/1.7=66%)

D = 51%-63% (D+/1.3 = 62, D/1.0 = 57)

as I have always felt that if you receive over 50% you should pass. Bear in mind that letter grades I will give on writing assignments will be based on this scale.

The individual portions of grading include the following:

1. Exams (2) -- 40% of total grade.

- A Midterm and a Final exam, combined worth
- Final not cumulative, but *may* be weighed more than Midterm *if* you do better on Final.
- Consist of combination of objective, short answer, and essay questions.
- Study sheet and list of essay questions given out approx. one week before exams.
- Some essay questions *may* be take home (to be determined)
- Make-up exams will only be given except under extraordinary circumstances. Students who must miss an exam because of illness or family emergency **must leave me an email or phone message PRIOR to class on the day of the exam.**

Identification terms ("IDs") will consist of individuals, places, programs, and events. Lists of terms will be given out at stages in the course. They will also be related to group and discussion activities at various points. For EXAMs you will **describe terms in a full paragraphs and explain their historical significance**, and including time, place, and key facets. You will usually want to connect a term to other material we are studying, such as larger themes or issues. Worth between 40-50% of exams.

Essay questions will require longer answers (2-4 pages in many cases) that are well organized, clear, and supported by evidence. Worth between 30%-40% of exams. There will also be several (no more than 10) objective questions on exams. Worth between 20-30% of exams.

2. Quizzes (3) -- 25% of final grade.

- Three quizzes worth combined
- Consist of combination of objective, short answer, and mapping questions.
- Based on lists of identification terms to be given out near start of quarter

3. Reading Synopsis and Reaction – 12.5% of final grade.

- Each person required to answer **two questions** of those passed out periodically, one before the Midterm and one after.
- Will answer a question related to readings of week your group is assigned.
- For full credit **MUST** be turned in by due date.
- Should be 1-2 pages (and *no more than 2*)
- Must be as grammatically correct and understandable as possible.

4. Paper/Presentation: 12.5% of total grade.

May work solo or collaboratively (pairs only) to produce a paper and class presentation on a topic of your choosing. List of possible topics passed out a few weeks into quarter. All will be due during last week of class (BEFORE final exam). You will have two grading possibilities that your group will decide on. One is to turn in a paper worth 67% of this grade, and give a short (c. 5-7 minutes) talk on what you wrote on, worth 33%, **OR** give a more in depth/elaborate presentation (c. 10-15 minutes) worth 67% and a *detailed* outline of what you researched worth 33%

- Topics, possibilities, and more information will be discussed early in the quarter
- Will involve research in library and printed sources
- All will require annotated bibliography of not less than 3 sources.
- Grammar and spelling count, as do organization and clarity.

5. Attendance and Class Participation – 10% of final grade.

- There will be regular graded discussions based on assigned readings during weekly class time. Specific readings will be assigned in advance. You are expected to come to class familiar with and ready to discuss these readings and participate in the discussion during the class. This may involve graded writings and/or whiteboard work. To do well you must attend, thus attendance is part of the grading process.

6. X-tra Credit:

The **only** extra credit allowed is EITHER 1 extra synopsis, which you will have to clear with me first (and no more than one), OR a short (2-3 minute) oral description to the class about a relevant article you have read. If good these should raise your final grade one notch (ie. 3.5 to 3.6), but no promises.

Grading Recap:

Quizzes (3) -----	25%
Exams (2) -----	40%
Synopses -----	12.5%
Paper/Presentation --	12.5%
<u>Class Participation ---</u>	<u>10%</u>
	100%

Useful Resources:

1. Reading/Writing Center
2. The Library and its skilled reference people. (Also, King Co. Public Library, and the UW Library are free and open to public).
3. Testing Center, esp. if you need special accommodation.
4. Walter Plank, How to Study in College, Houghton Mifflin.

TEXTBOOKS:

1. East Asia: A New History, Rhoads Murphey, Longman 5th ed. 0205695221
2. India and South Asia: A Short History, David Ludden, One World Press 2901851682378

Dates, Readings, and Topics (subject to adjustments)

Readings ideally should be finished *before* relevant class

(**EA:** stands for East Asia text; **I:** for Modern India text)

Week of	Topics	Readings	Assignments
9/18-22	Introduction, Background Info to c.1800	I: Read/skim pp. 108-28, and “country profiles” (pp. 273-85) EA: pp. 37-8, 74-5, 123, 140, 148-51, 171-3, 188-9, 203-5, 213-14, 230-1, 258, 264, 268-9	<u>Get books, get organized and read!</u>
9/24-28	Western Imperialism, Socio- Economic Changes, Conflicts and Revolts to c.1860	I: pp. 128-38 EA: pp. 163-8, 279-81, Ch. 15 to p. 294	Keep Reading
10/1-5	Issues and Changes to the End of the 19 th c., Japanese empire	I: pp. 139-68 (in Ch. 4) EA: pp. 282-83, 294-300, Ch. 16 to p. 318	Group 4 Synopsis (10/2) <u>QUIZ 1</u> (10/4)
10/8-12 (off 10/9)	Growing Nationalism and Resistance to Imperialism through WWI	I: pp. 177-82, 186-87, 190-94 EA: Ch. 17 (to p. 334) + pp. 300-04, 319-24, 339-47	Group 3 Synopsis (10/8) Group 2 Synopsis (10/12)
10/15-19	1920s/early 1930s: Gandhi in India, Mao vs. Chiang in China, Japan in Depression	I: pp. 197-211 EA: pp. 335- 37, 348-56, 358- 64, 368-71	<u>QUIZ 2</u> (10/16) Group 1 Synopsis (10/18)
10/22-25 (off 10/26)	Road to war and WWII era	I: pp. 212-23 EA: Ch. 20 (pp. 380-88, 392- 99), + pp. 364-66, 372-77	<u>MIDTERM</u> <u>(10/25)</u>
10/29-11/2	Indian Independence and Partition; Chinese Civil War, Impact of Comm. Victory.	I: pp. 224-31 EA: Ch. 21 to p. 420	<i>Topics to me</i> Group 4 Synopsis (10/30)
11/5-9	India in 1950s and 60s. Japan since WWII	I: pp. 232-42 EA: Ch. 22.	QUIZ 3 (11/9) Group 3 Synopsis (11/6) <i>Need to meet with me</i>
11/13-16 (off 11/12)	India in 1970s and 80s. Korea/Vietnam since 1950	I: pp. 244-56 + handouts EA: Ch. 23 (to p. 466)	Group 2 Synopsis (11/14)
11/19-21 (off 11/22-3)	Asia since 1990.	I: pp. 256-65+ handouts EA: pp. 420-28, 447, 467-8	<i>Drafts due – 11/20</i> Group 1 Synopsis (11/21)
11/26-30	Recent Years and Future Prospects	I: pp. 266-72, Country Profiles, + handouts EA: Handouts and PP	Critiques Returned 11/27
12/2-4	PAPERS		Paper due – 12/2 Presentations - 12/3-4

12/7

Final Exam

Final Exam

