

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: HIS 296

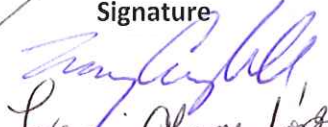
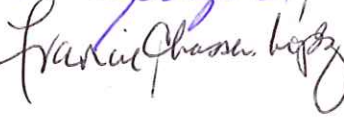
Proposal Contact Person Name: Denise Ho Phone: (859) 257-1515 Email: denise.ho@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

frclopez@email.uky.edu
Incorrect email

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|-------------------|---------------|----------------------------------------------|-------------------------------------------------------------------------------------|
| History, DUS | 4/28/10 | T. Campbell / 7-7811 / tracamp@uky.edu |  |
| History, Chair | 4/24/10 | F. Chassen-Lopez / 7-1731 / frclopez@uky.edu |  |
| A&S EPC | 9/21/10 | R Roorda / 7-1033 / rroorda@uky.edu | |
| A&S Dean's Office | 9/21/10 | Anna Bosch / 7-6689 / bosch@uky.edu | |

External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision ⁸ |
|------------------------------|---------------|----------------------------|-----------------------------------|
| Undergraduate Council | 2/1/2011 | | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: April 28, 2010
- b. Department/Division: History
- c. Is there a change in "ownership" of the course? YES NO
- If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Denise Ho Email: denise.ho@uky.edu Phone: (859) 257-1515
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: History 296 Proposed Prefix & Number: History 296
- b. Full Title: East Asia Since 1800 Proposed Title: East Asia Since 1600
- c. Current Transcript Title (if full title is more than 40 characters): East Asia Since 1800
- d. Proposed Transcript Title (if full title is more than 40 characters): East Asia Since 1600
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
- Proposed – ADD³ Cross-listing (Prefix & Number): _____
- Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- Current: 3 Lecture _____ Laboratory⁵ _____ Recitation _____ Discussion _____ Indep. Study _____
- _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
- _____ Seminar _____ Studio _____ Other – Please explain: _____
- Proposed: 3 Lecture _____ Laboratory _____ Recitation _____ Discussion _____ Indep. Study _____
- _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
- _____ Seminar _____ Studio _____ Other – Please explain: _____
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
- Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. Current number of credit hours: 3 Proposed number of credit hours: 3
- h. Currently, is this course repeatable for additional credit? YES NO

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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Proposed to be repeatable for additional credit?

YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester?

YES NO

i. Current Course Description for Bulletin:

A continuation of HIS 295. A survey of the political and economic modernization of traditional East Asian society with emphasis on nationalistic reactions to Western pressure and international rivalry in East Asia.

Proposed Course Description for Bulletin:

What we think of today as East Asia has a long history of both shared culture and separate experiences. In premodern East Asia, cultural contacts led to commonalities including systems of writing and ways of thought such as Confucianism, Daoism, and Buddhism. In modern times and in becoming nations, China, Japan, and Korea each sought their own identity. The reforms and revolutions that Asia has experienced since 1600 can be viewed both in the context of the region and through the experience of each nation. This is an introductory course in the cultural, social, and political history of East Asia.

j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: _____

k. Current Distance Learning(DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus?

YES NO

Proposed to be taught off campus?

YES NO

4. Are significant changes in content/teaching objectives of the course being proposed?

YES NO

If YES, explain and offer brief rationale:

Yes, 296 as currently taught begins in 1600. It is more logical to begin with the Ming-Qing transition and with the Tokugawa Shogunate. The previous division of 1800 is outdated.

5. Course Relationship to Program(s).

a. Are there other depts and/or pgms that could be affected by the proposed change?

YES NO

If YES, identify the depts. and/or pgms: _____

b. Will modifying this course result in a new requirement⁷ for ANY program?

YES NO

If YES⁷, list the program(s) here: _____

6. Information to be Placed on Syllabus.

a. Check box if changed to If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

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400G or 500. by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- N/A Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- N/A For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- N/A Professional preparations.
- N/A Group work & student collaboration.

University of Kentucky
College of Arts and Sciences
History 296-001
Spring 2010

East Asia Since 1600

Professor Denise Ho

Office: 1761 Patterson Office Tower

Telephone: (859) 257-1515

Email: denise.ho@uky.edu

Office Hours: Wednesday 3:00-5:00 and by appointment.

Note: Preferred correspondence is via email. Please note that emails will be returned Mondays-Fridays.

Class Hours: Tuesday/Thursday, 12:30-1:45, CB Room 333

Course Description: What we think of today as East Asia has a long history of both shared culture and separate experiences. In premodern East Asia, cultural contacts led to commonalities including systems of writing and ways of thought such as Confucianism, Daoism, and Buddhism. In modern times and in becoming nations, China, Japan, and Korea each sought their own identity. The reforms and revolutions that Asia has experienced since 1600 can be viewed both in the context of the region and through the experience of each nation. This is an introductory course in the cultural, social, and political history of East Asia.

Student Learning Outcomes:

- 1) Demonstrate ability to conduct basic historical research. Identify appropriate historical questions; use both primary and secondary sources; use web sources effectively.
- 2) Interpret historical arguments critically. Analyze historical texts; compare conflicting arguments and evidence; recognize various methods and concepts historians use in constructing arguments; recognize the complexity of historical causation.
- 3) Demonstrate ability to communicate clearly and effectively. Explain and present historical concepts and interpretations orally; write well-organized and persuasive essays.
- 4) Recognize the diversity of the human experience in studying the past. Demonstrate an understanding of the past in its own terms as well as change over time; identify the connections between local communities and the larger world; assess the power of factors such as culture, race, gender, religion, and class to influence human interaction.

Courses goals/objectives:

Course meetings will be divided into two parts, a lecture and a discussion. The objective of the lecture will be to present a narrative and analytical framework for the sources/other readings in the discussion. The objective of the discussion will be to critically examine the assigned readings and learn from discussion with your classmates. Reading responses will be designed to help prepare you for section discussion.

Course Requirements:

| | | |
|--------------------------|-----|------------------------------|
| Reading responses | 10% | 100 points (10 points each) |
| Discussion participation | 20% | 200 points |
| Midterm Examination | 20% | 200 points |
| Two short papers | 30% | 300 points (150 points each) |
| Final Examination | 20% | 200 points |

Guidelines will be distributed for papers and exams. Weekly reading responses of one page will be designed to help facilitate classroom discussion and/or help generate ideas for short papers. In order to receive credit, **reading responses must be uploaded to Blackboard by midnight** the day before the class meeting in which they are due and students must bring hard copies to class for discussion. A total of ten reading responses will be assigned, and each will be worth 10 points.

Two short papers, 6-8 pages in length, will be designed to encourage analytical writing about sources. The objective of these two papers will be to do close readings of primary sources in translation, and the paper topics will ask students to treat particular themes—cultural borrowing, imperialism and anti-colonialism, or nationalism—and do so in a comparative context (either comparing two cultures or two historical periods). Outside research will not be required, except for students writing on visual culture (those papers will focus on the use of MIT's Visualizing Cultures project).

Class Policies:

Attendance is required for the participation grade. Absences may be excused with a doctor's note; there will be no make-up opportunities for unexcused absences. Assignments must be submitted on time; late assignments will be penalized one step per day.

In this course a 90-100% will be an A grade, 80-89% a B grade, 70-79% a C grade, 60-69% a D grade, and below 60% a failing grade. Students will be provided a midterm evaluation. Student work is expected to uphold standards of academic integrity, and cases of plagiarism will not be tolerated.

If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Readings: The following books are available at the UK Bookstore, and the books that are also at the Young Library have been placed on reserve.

- 1) Ebrey, Patricia, Anne Walthall and James P. Palais. *Modern East Asia: A Cultural, Social, and Political History*. Houghton, 2005. This book is optional background reading for students with no prior knowledge of East Asian history.

- 2) De Bary, Wm. Theodore. *Sources of East Asian Tradition, Volume 2*. Columbia, 2008. This book is required.
- 3) Iriye, Akira. *China and Japan in the Global Setting*. Harvard, 1998. This book is required.
- 4) Soseki, Natsume. *Kokoro*. Gateway, 1957. This book is required.
- 5) Kim, Richard E. *Lost Names: Scenes from a Korean Boyhood*. Berkeley, 1998. This book is required.
- 6) Chen, Ruoxi. *The Execution of Mayor Yin and Other Stories from the Great Proletarian Cultural Revolution*. Indiana, 2004. This book is required but you may download it as an e-book from the Young Library.
- 7) Course readings on Blackboard.

Week 1: Thinking About East Asia

Thursday January 14

Reading(in-class): Handout, Excerpts from *Ch'oe Pu's Diary*

Week 2:

Tuesday January 19: The Creation of the Manchu Empire, 1600-1800

Reading: Blackboard, The Yangzhou Massacre (Ebrey)

Blackboard, "Two Edicts Concerning the Manchu Rule," (Spence)

Reading response due

Thursday January 21: Edo Japan, 1603-1800

Reading:

Sources, "Ieyasu and the Tokugawa Shogunate," pp. 121-128.

Sources, "Dutch Learning," pp. 246-253

Week 3

Tuesday January 26: Late Choson Korea, 1598-1800

Reading:

Sources, "Education," pp. 384-401

Sources, "The Encounter with the West," pp. 423-435

Reading response due

Thursday January 28: China in Crisis

Sources, "The Western Intrusion into China," pp. 93-100

Sources, "The Heavenly Kingdom of the Taipings," pp. 106-115

Week 4

Tuesday February 2: No class, instructor out of town.

Thursday February 4

Sources, "Moderate Reform and the Self-Strengthening Movement," pp. 629-640.

Reading response due

Week 5

Tuesday February 9: Japan in Turmoil and Transformation

Sources, "The Meiji Restoration," pp. 471-484

Reading response due

Thursday February 11

Sources, "The Meiji Constitution," pp. 511-512

Iriye, "China and Japan in the Global Setting," Chapter 1 (Power), pp. 1-38

Week 6

Tuesday February 16: The Final Years of Choson Korea (1800-1895)

Sources, "The Tonghak Uprisings and the Kabo Reforms," pp. 999-1007

Thursday February 18: Visualizing Cultures

First Paper Due

Week 7

Tuesday February 23: China in Revolution

Sources, "Liang Qichao: Renewing the People," pp. 665-668

Sources, "Sun Yat-sen and the Nationalist Revolution," pp. 678-687

Thursday February 25: China and the Treaty of Versailles: The May Fourth Movement and Nationalism

Blackboard, "The Spirit of the May Fourth Movement," (Ebrey)

Blackboard, "The General Strike," (Ebrey)

Reading response due

Week 8

Tuesday March 2: The Rise of Modern Japan

Kokoro

Thursday March 4: Discussion: Kokoro

Kokoro

Reading response due

Week 9

Tuesday March 9: Korea Under Colonial Rule

Discussion: Lost Names

Thursday March 11: Midterm

Spring Break

Week 10

Tuesday March 23: War and Revolution in China

Sources, "Chiang Kai-shek, Nationalism and Traditionalism," pp. 692-698

Sources, "Mao's Revolutionary Doctrine," pp. 730-739

Thursday March 25: no-class, instructor at conference

Week 11

Tuesday March 30: World War II in the Far East

Blackboard, "World War II," (Spence)

Iriye, "China and Japan in the Global Setting," Chapter 2 (Culture), pp. 39-88

Reading response due

Thursday April 1: War and Aftermath in Japan, 1931-1964

Sources, "Empire and War," pp. 614-625

Sources, "The Occupation Years," pp. 805-835

Week 12

Tuesday April 6: China Under Mao

Sources, "Changes in Mid-Course," pp. 752-756."

Thursday April 8: The Cultural Revolution

Discussion: Chen Ruoxi

Reading response due

Week 13

Tuesday April 13: China in the Era of Reform and Opening-Up

Sources, "Deng's Modernization and Its Critics," pp. 762-773

Thursday April 15: Korea Since 1945

Sources, "The Constitution of the Republic of Korea," pp. 1052-1056

Sources, "Dialogues Between North and South Korea," pp. 1064-1067

Sources, Kim Taejung, "My Country, My Aspiration," pp. 1075-1080

Reading response due

Week 14

Tuesday April 20: Contemporary Japan Since 1965

Sources, "The Consumer Revolution," pp. 842-848

Iriye, "China and Japan in the Global Setting," (Economics), pp. 89-136

Thursday April 22: The Four Little Dragons

Ezra Vogel, excerpts, Blackboard

Second Paper Due

Week 15

Tuesday April 27: Issues in Contemporary East Asia

Reading TBA

Thursday April 29: Reflecting on the Twentieth Century in East Asia

Sources, "The Asia-Pacific War in History and Memory," pp. 953-964

Reading response due

Final Exam: Tuesday May 4 at 1:00 p.m.

General Education Course Approval Form

Date of Submission: April 28, 2010

1. Check which area(s) this course applies to.

| | | | |
|----------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|
| Inquiry – Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry – Humanities | <input type="checkbox"/> | Quant Reasoning – Math | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci | <input type="checkbox"/> | Quant Reasoning – Stat | <input type="checkbox"/> |
| Inquiry – Social Sciences | <input checked="" type="checkbox"/> | Citizenship – USA | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Citizenship - Global | <input checked="" type="checkbox"/> |

2. Provide Course and Department Information.

Department: History

Course Prefix and Number: History 296 Credit hours: 3

Course Title: East Asia Since 1600

Expected Number of Students per Section: 40 Course Required for Majors in your Program? No

Prerequisite(s) for Course? None

Departmental Contact Information Date: April 28, 2010


Name: Denise Ho Email: denise.ho@uky.edu


Office Address: 1761 Patterson Office Tower Phone: (859) 257-1515

3. In addition to this form, the following must be submitted for consideration:

- A major course change form for revision of existing courses or a new course form for new courses.
- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative that explains: 1) how the course will address the General Education and Course Template Learning outcomes; 2) active learning activities for students; and 3) the course assignment(s) that can be used for Gen Ed course assessment.

4. Signatures

Department Chair:  Date: 4/28/10

Dean: Anna R. K. Bosch  Date: 9/21/10

Submit all proposals electronically to:
Sharon Gill
 Office of Undergraduate Education
Sharon.Gill@uky.edu

General Education Course Approval Form

History 296: East Asia Since 1600

This introductory survey of East Asian history since 1600 will fulfill the fourth learning outcome of General Education, “Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.” By studying the history of East Asia, critically reading primary sources in translation, and completing multiple writing assignments contextualizing and analyzing sources from the East Asian tradition, students will learn to recognize historical and cultural differences of East Asia and understand how this region is related to the contemporary world. Because this course is comparative, students will also address cross-national and comparative issues.

Active learning activities for the students include the following: weekly reading responses on primary sources posted to Blackboard, two short papers on a theme—nationalism, intellectuals, cultural borrowing, etc.—that are comparative in nature, and lecture discussions which outline texts in class.

Students of History 296 will be required to complete two short papers, both suitable for Gen Ed Course Assessment. An example of a paper assignment, with prompts and requirements, follows.

Example:

Guidelines and Suggested Topics

Format: The paper should be between 6-8 pages in length, not including a Bibliography. The paper should be double-spaced, in 12 point font. Please write footnotes according to the Chicago Manual of Style. For documents found in your *Sources of East Asian Tradition*, please cite the page numbers of these texts. For documents from Blackboard, their citation information is found at the end of this handout.

Suggested Topics: The objective of this paper is to do a close reading and analysis of primary sources. You may draw on other secondary sources that we have read for this course, but outside research is not necessary. You may choose one of the following topics, or write one of your own (topics must be approved by the instructor).

Visualizing Culture: As we have learned, Japan’s rise to power was based on modernization that included industrialization, “Westernization,” and the building of military might. One of the major turning points was the Sino-Japanese War. Using the images of the Sino-Japanese War found in the “Visualizing Culture” database, analyze how Japan’s victory over China was depicted. How did artists portray Japan and Japan in relation to China? What do these images reveal about contemporary understanding? Your thesis statement should present an argument; it cannot simply describe the images.

Varieties of Nationalism: Many of the documents we have read address the question of how to build national consciousness; nationalism was an important part of the quest for modernity. Using your readings on China and Korea, examine how nationalism was defined and shaped in

the twentieth century. How did each nation's historical context affect understandings of nationalism?

The Question of Collaboration: As the Japanese empire grew, the nations that fell into the "East Asian Co-Prosperity Sphere" had a choice between resistance and collaboration. Using the documents from Week 11, "World War II in the Far East," analyze the language of various authors to explore the politics of collaboration during the war.

Ho: History 296/Intellectual Inquiry—Social Sciences

History 296: East Asia Since 1600

This introductory survey of East Asian history since 1600 will fulfill the learning outcomes of “Intellectual Inquiry—Social Sciences” by offering a foundational course of study in the social, cultural, and political history of China, Japan, and Korea. By studying the history of East Asia, critically reading primary sources in translation, and completing multiple writing assignments contextualizing and analyzing sources from the East Asian tradition, students will learn to recognize historical and cultural differences of East Asia and understand how this region is related to the contemporary world.

The disciplinary focus of this course is historical inquiry, and the focus will be on reading primary texts in translation, primarily selected from “Sources of East Asian Tradition” but also selected from other readers by the instructor. Students will also read works of literature, including one of the first Japanese novels, a fictional memoir on colonial Korea, and short stories from China’s Cultural Revolution. Throughout the course the students will be presented with newspaper articles on Asia, to demonstrate the ways in which the subject is relevant in their everyday lives. The course concludes with an evaluation of American foreign policy in East Asia, as well as a brief introduction to Asian business and investment in Kentucky.

The students will fulfill the learning outcomes of “Intellectual Inquiry—Social Sciences” by:

- 1) Demonstrating knowledge of how to evaluate historical texts
- 2) Discussing the problems of writing history in contemporary East Asia
- 3) Evaluating the credibility and circumstances of authors of texts
- 4) Writing papers to demonstrate they can provide evidence for an argument
- 5) Understanding the politics of present-day historical understanding in East Asia
- 6) Formulating their own questions for written assignments.

Active learning activities for the students include the following: weekly reading responses on primary sources posted to Blackboard, two short papers on a theme—nationalism, intellectuals, cultural borrowing, etc.—that are comparative in nature, and lecture discussions which outline texts in class.

Students of History 296 will be required to complete two short papers, both suitable for Gen Ed Course Assessment. An example of a paper assignment, with prompts and requirements, follows.

. Example:

Guidelines and Suggested Topics

Format: The paper should be between 6-8 pages in length, not including a Bibliography. The paper should be double-spaced, in 12 point font. Please write footnotes according to the Chicago Manual of Style. For documents found in your *Sources of East Asian Tradition*, please cite the

page numbers of these texts. For documents from Blackboard, their citation information is found at the end of this handout.

Suggested Topics: The objective of this paper is to do a close reading and analysis of primary sources. You may draw on other secondary sources that we have read for this course, but outside research is not necessary. You may choose one of the following topics, or write one of your own (topics must be approved by the instructor).

Visualizing Culture: As we have learned, Japan's rise to power was based on modernization that included industrialization, "Westernization," and the building of military might. One of the major turning points was the Sino-Japanese War. Using the images of the Sino-Japanese War found in the "Visualizing Culture" database, analyze how Japan's victory over China was depicted. How did artists portray Japan and Japan in relation to China? What do these images reveal about contemporary understanding? Your thesis statement should present an argument; it cannot simply describe the images.

Varieties of Nationalism: Many of the documents we have read address the question of how to build national consciousness; nationalism was an important part of the quest for modernity. Using your readings on China and Korea, examine how nationalism was defined and shaped in the twentieth century. How did each nation's historical context affect understandings of nationalism?

The Question of Collaboration: As the Japanese empire grew, the nations that fell into the "East Asian Co-Prosperity Sphere" had a choice between resistance and collaboration. Using the documents from Week 11, "World War II in the Far East," analyze the language of various authors to explore the politics of collaboration during the war.

History 296: East Asia Since 1600

This introductory survey of East Asian history since 1600 will fulfill the “Global Dynamics” requirement of the General Education Curriculum. By studying the history of East Asia, critically reading primary sources in translation, and completing multiple writing assignments contextualizing and analyzing sources from the East Asian tradition, students will learn to recognize historical and cultural differences of East Asia and understand how this region is related to the contemporary world. Because this course is comparative, students will also address cross-national and comparative issues. The course will emphasize the importance of understanding East Asia for the students’ present and future careers; throughout the course the instructor will provide newspaper articles for students to analyze for historical references, and the course will conclude with a discussion of contemporary American foreign policy in East Asia, as well as a introduction to Asian investment in the state of Kentucky.

This course, following the learning outcomes for students wishing to fulfill “Global Dynamics”:

- 1) The students will understand the diversity of historical experience in East Asia, while relating common historical themes and trends. Understanding “issues of equality in this world” will be relevant in students’ discussion of imperialism and colonialism in East Asia.
- 2) The students will understand the “major elements” of three non-US cultures and societies—China, Japan, and Korea—and will be asked to contextualize them in contemporary East Asian culture and politics.
- 3) The students will understand how these three societies influenced each other
- 4) The students will understand:
 - a. “Societal, cultural, and institutional change over time” in the historical narrative of the course
 - b. “Civic engagement” in their discussion of intellectuals/officials’ roles in society, the role of students in the development of anti-colonial nationalism, and social protest in each of the countries under study,
 - c. “Comparative Issues”
 - d. “Power and Resistance” in national and individual contexts.

Active learning activities for the students include the following: weekly reading responses on primary sources posted to Blackboard, two short papers on a theme—nationalism, intellectuals, cultural borrowing, etc.—that are comparative in nature, and lecture discussions which outline texts in class.

Students of History 296 will be required to complete two short papers, both suitable for Gen Ed Course Assessment. The combined grade of the papers will account for at least 15% of the course. The non-US focus will account for well 50% of the course. An example of a paper assignment, with prompts and requirements, follows.

Example:

Guidelines and Suggested Topics

Format: The paper should be between 6-8 pages in length, not including a Bibliography. The paper should be double-spaced, in 12 point font. Please write footnotes according to the Chicago Manual of Style. For documents found in your *Sources of East Asian Tradition*, please cite the page numbers of these texts. For documents from Blackboard, their citation information is found at the end of this handout.

Suggested Topics: The objective of this paper is to do a close reading and analysis of primary sources. You may draw on other secondary sources that we have read for this course, but outside research is not necessary. You may choose one of the following topics, or write one of your own (topics must be approved by the instructor).

Visualizing Culture: As we have learned, Japan's rise to power was based on modernization that included industrialization, "Westernization," and the building of military might. One of the major turning points was the Sino-Japanese War. Using the images of the Sino-Japanese War found in the "Visualizing Culture" database, analyze how Japan's victory over China was depicted. How did artists portray Japan and Japan in relation to China? What do these images reveal about contemporary understanding? Your thesis statement should present an argument; it cannot simply describe the images.

Varieties of Nationalism: Many of the documents we have read address the question of how to build national consciousness; nationalism was an important part of the quest for modernity. Using your readings on China and Korea, examine how nationalism was defined and shaped in the twentieth century. How did each nation's historical context affect understandings of nationalism?

The Question of Collaboration: As the Japanese empire grew, the nations that fell into the "East Asian Co-Prosperity Sphere" had a choice between resistance and collaboration. Using the documents from Week 11, "World War II in the Far East," analyze the language of various authors to explore the politics of collaboration during the war.