

## Term Information

Effective Term Autumn 2020  
*Previous Value* Summer 2012

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online teaching approval

What is the rationale for the proposed change(s)?

We have worked with ASC tech to gain approval for online instruction

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area History  
Fiscal Unit/Academic Org History - D0557  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2401  
Course Title History of East Asia in the Pre-Modern Era  
Transcript Abbreviation Hist E Asia PrMdrn  
Course Description Introduction to societies and cultures of pre-modern China, Korea, and Japan; the East Asian geographical and cultural unit.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* Yes, Greater or equal to 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Recitation, Lecture  
Grade Roster Component Recitation  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

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## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	Prereq or concur: English 1110.xx.
<b>Exclusions</b>	
<b><i>Previous Value</i></b>	Not open to students with credit for 141.
<b>Electronically Enforced</b>	No

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

<b>Subject/CIP Code</b>	54.0101
<b>Subsidy Level</b>	General Studies Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Understanding of the basic origins of East Asian countries</li></ul>
<b><i>Previous Value</i></b>	
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Origins of East Asian civilizations</li><li>• Adaptation of Indian &amp; Chinese models</li><li>• Popularization of Buddhism</li><li>• Comparison of political, economic, and social structures</li><li>• Cross-border interactions in northeast Asia</li><li>• Development of related but distinct cultural traditions</li><li>• Korea</li><li>• China</li><li>• Japan</li><li>• Malay Peninsula</li><li>• Overland and sea trade</li></ul>
<b>Sought Concurrence</b>	No

**COURSE CHANGE REQUEST**  
2401 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
06/30/2020

**Attachments**

- DL History 2401 Syllabus.docx: Syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*
- 2401 GE ELO Assessment Global Studies[1].docx: Assessment plan  
*(GEC Course Assessment Plan. Owner: Heikes, Jacklyn Celeste)*
- 2401 GE ELO Assessment Historical Studies[1].docx: Assessment Plan  
*(GEC Course Assessment Plan. Owner: Heikes, Jacklyn Celeste)*
- Hist 2401.docx: ASC Tech checklist  
*(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)*
- History 2401 Syllabus.pdf: in-person syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	06/16/2020 03:34 PM	Submitted for Approval
Approved	Elmore, Bartow J	06/16/2020 05:21 PM	Unit Approval
Approved	Heyssel, Garrett Robert	06/16/2020 06:14 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	06/16/2020 06:14 PM	ASCCAO Approval



**THE OHIO STATE UNIVERSITY**

COLLEGE OF ARTS AND SCIENCES

# **SYLLABUS: HISTORY 2401**

## **HISTORY OF EAST ASIA IN THE PRE-MODERN ERA (TO 1800)**

**AUTUMN 2019**

### **Course overview**

#### **Instructor**

Instructor: Dr. Ying Zhang  
Email address: zhang.1889@osu.edu  
Office hours: TR 11:00AM-12:00PM  
Office Location: CarmenZoom

#### **Course Coordinator**

#### **Course description**

History 2401 is an introduction to the societies and cultures of pre-modern China, Korea, and Japan, the countries that make up the geographical and cultural unit of East Asia. One goal of this course is to consider what is distinctive about "East Asian civilization." A second goal is the study of the relationship between the evolution of China, Korea, and Japan as distinct cultures themselves. We will examine how Korea and Japan, despite considerable linguistic, intellectual, and political borrowing from China, diverged from the Chinese pattern of development to form cultures with their own very distinctive artistic and literary traditions, political organizations, and social and economic structures. We also consider how Korea and Japan influenced Chinese civilization as well. The course will end with exploring China, Korea, and Japan in their encounters with the West.

A history course helps the students cultivate many skills and sensitivities (more see “Course Objectives” below). Specifically in this online class, you will practice how to find and deploy the most useful and reliable information in digital sources, evaluating information and opinions about past and current events, and creatively connecting information in different formats (textual, visual, material, etc.).

This online class encourages you to “learn by doing” rather than passively receiving information from lectures. Hence, the weekly lecture segments are shorter than those for a conventional class. Instead, you will find yourself practicing the skills of a historian by completing assignments and team projects.

Collaborating with your classmates and interacting with the instructors in productive and positive ways is an important part of your experience in this online class. Let’s take advantage of the flexibility of this format of learning and turn its constraints into opportunities.

## GE Course Information

### Course Objectives

History 2401 and its continuation, 2402, “History of East Asia in the Modern Era,” fulfill the GEC Arts and Humanities requirements for the 1) historical survey and 2) “international issues course: non-western or global.”

As with all 2000-level GEC classes, this class has the following learning objectives:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

In addition, in the context of the discipline of History, we aim to develop the following capabilities:

- **History courses** develop students’ knowledge of how past events influence today’s society and help them understand how humans view themselves.
- History students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- History students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts. To this end we train students in a) close reading of primary sources, the most important documents of historical research; and b) writing of well-organized and clearly written analyses of these primary sources, as well as selected secondary readings.
- **International Issues (western/non-western)** courses help students become educated, productive, and principled citizens of their nation and the world. Students in these classes exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

## Course materials

Ebrey and Walthall, *Pre-Modern East Asia to 1800: East Asia: A Cultural, Social and Political History* (3rd Edition, 2013). The textbook can be purchased at University bookstores. Thompson Library has a copy on the course reserves. Digital files of all other readings are on the class Carmen course site. You will also be asked to look up some on-line sources.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

### Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Grading and faculty response

### Grades

Assignment or category	Points
Participation	20%
Written Assignments	30%
StoryMap Project	15%
Exhibition Team Project	10%
Final Exam	25%
<b>Total</b>	<b>100</b>

*See course schedule, below, for due dates*

### Assignment information

#### Participation (20%):

- 1) You are expected to do the readings before watching segments of lectures. The lecture segments will be posted on Carmen; they correspond to the reading assignments. **You are strongly encouraged to take notes when you watch the lecture videos.**
- 2) You are expected to participate in discussion (**graded**), including giving short answers to pre-circulated questions and commenting on others' answers. You will be doing the discussions with classmates in your group. The instructors will provide feedback. Specific instructions on how to participate in discussion will be posted on Carmen separately.

#### Assignments and Tests (80%):

- 1) **Written assignments (30%).** These are usually 1-2 paragraph writings in which you complete a small exercise or answer some questions about the readings. (graded weekly, starting from week 2)

- 2) **StoryMap project (15%):** Use ArcGIS (OSU-subscribed software) to do a presentation on the topic “East Asia and Early Modern Globalization.” **Due on Nov. 26.** Specific instructions and grading rubric will be posted on Carmen separately.
- 3) **Exhibition project (10%): Team project.** Design a small online exhibition titled “History Matters.” Use specific examples from premodern East Asian history to illustrate your understanding of this question. **Due on Dec. 6.** Specific instructions and grading rubric will be posted on Carmen separately.
- 4) **Final exam (25%):** multiple-choice questions and short essay questions. Study guide will be provided.

## Late assignments

Late submission without legitimate excuses will lead to grade penalty (equivalent to half of a letter grade for each assignment). Contact the instructor if you need an extension and provide documentation of reasons. Please request such accommodations as soon as you can.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.



# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

### Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

### Academic integrity policy

#### Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA style** to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

## Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Course schedule (tentative)

### Important to keep in mind:

- 1) Our Carmen course site is structured around weekly plans. You can see detailed weekly plans for Weeks 1 and 2. You also see the outline for Weeks 3-16; plans for these weeks will be posted on Carmen later to make sure this online course proceeds orderly and productively.
- 2) In each of the "Weekly Plans," You will find the lecture videos, readings, assignments, and discussion topics.
- 3) If you cannot view lectures on your computer with Safari, try other browsers.
- 4) You participate in discussion on Carmen in "Discussion." You are assigned a discussion group and interact with your classmates within that group as well as with the instructors. *Together we can create a friendly, constructive, and exciting intellectual environment.* [Please read "Instructions on online discussion" carefully; it is posted on Carmen.]
- 5) You will submit assignments, projects, and final exam in "Assignments" on Carmen. Please submit them in required formats. You will receive grades and comments there, too.
- 6) This course will use Zoom for virtual meetings. You can create an account at [osu.zoom.us](https://osu.zoom.us).
- 7) **To give everyone some time to become familiar with the format and expectations of this class, your performance in the first two weeks' "Discussion" part will be ungraded. Please do not hesitate to ask questions or raise concerns if you have any.**

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 20-23	<p><b>Video lectures:</b> 1) Course introduction; 2) "East Asian Civilizations"</p> <p><b>Reading:</b> Ebrey &amp; Walthall, "Connections: The Prehistory of East Asia" (pp. 2-10); East Asian Geography &amp; its Influence (pp. 98-100; 114-115)</p> <p><b>Discussion:</b></p> <p>1) <a href="#">By Aug. 21 11:59pm</a>, get to know everyone in your own discussion group (the class is divided into groups): type up a few sentences and let us know more about you, such as: What is your major? What do you hope to accomplish in this class? Any tips on how to succeed in an online class? Please respond to at least 1 classmate's self-introduction.</p> <p><b><u>By Aug. 25 11:59pm</u>, complete your first team project.</b></p>
2	Aug 26- 30	<p>1. 1) <b>Lectures:</b> The emergence of the Chinese civilization</p> <p>2) <b>Reading:</b> Ebrey &amp; Walthall, Ch. 1 "China in the Bronze Age: The Shang and Western Zhou Dynasties (ca. 1500-771 B.C.E.)" (pp. 10-19)</p>

		<p>Check out these short videos:</p> <p>1) divination and oracle bone (3:45)  <a href="https://www.youtube.com/watch?v=8NQhFrsOOjg">https://www.youtube.com/watch?v=8NQhFrsOOjg</a></p> <p>2) Shang bronze production (2:35):  <a href="https://www.youtube.com/watch?v=XaYUEV-vGLM">https://www.youtube.com/watch?v=XaYUEV-vGLM</a></p> <p><b>2. 1) Lectures: Cornerstone of the Chinese Civilization</b></p> <p>2) Reading: Ebrey &amp; Walthall, Ch. 2 “Philosophers and Warring States During the Eastern Zhou Period (770-256 B.C.E.)” (pp. 20-35)</p> <p><b>Assignments (due Sept. 2 11:59pm in “Assignments” on Carmen):</b></p> <p>1) Check out the collections of the Metropolitan Museum of Art online and find some bronze objects from the Zhou dynasty. <a href="https://www.metmuseum.org">https://www.metmuseum.org</a></p> <p>1. Answer these questions in 1 paragraph: What were the primary functions of the bronze objects (give at last 1 example from the MET collection)? Was bronze used for practical purposes (give at least 1 example from the collection)? Does our textbook support your observation?</p> <p>2.</p> <p>3. This exercise aims to help you become comfortable and skillful when doing research with digital material. Was it difficult to navigate the website and find what you need? Explore the search categories and think about how to best conduct a search like this.</p> <p>2) “The King of Zhao Convinces His Uncle to Wear Barbarian Dress” (textbook p. 25)</p> <p>4. Please answer the two questions provided in the textbook and the third question: what does this example tell us about how “Chineseness” continued to change in history? Answer these questions in 1-2 paragraphs.</p> <p>5.</p> <p>3) Explore ancient historical texts in a digital database <a href="http://ctext.org/pre-qin-and-han">http://ctext.org/pre-qin-and-han</a>  Go to this website and look for Legalism. Under “Legalism” find “Shang jun shu” (<i>Book of Lord Shang</i>). Lord Shang played an important role in the reform and rise of the Qin state. Click on this source and look at its chapters. Find three passages and explain in a short paragraph why you think they support the textbook summary of Lord Shang’s accomplishments (textbook p. 31, second paragraph under “Legalism”).</p>
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		<p><b>Discussions (participation due by Aug. 30 8:00am, comment on 1 classmate's answers by Aug. 30 11:59pm):</b></p> <ol style="list-style-type: none"> <li>1) Read excerpts of <i>The Analects</i> (Carmen) and reflect on what you have learned about the Confucian morality. In [2.12] Confucius (the Master) said: "The noble man does not act as a utensil." Find 3 passages in this document that help explain what he means.</li> <li>2) Read "Autumn Floods," an excerpt of Zhuangzi (Carmen). Why are the stories Daoist? Can you think of a contemporary situation in which we could apply the wisdom?</li> </ol>
<b>3</b>	<b>Sept 3-6</b>	<ol style="list-style-type: none"> <li>1. <b>1) Lectures: Unification and the First Chinese Empire</b> 2) Reading: Ebrey &amp; Walthall, Ch. 3-I "The Founding of the Bureaucratic Empire: Qin-Han China (256 B.C.E.-200 C.E.)" (pp. 36-44); 2) "Li Si's Memorials" (Carmen)</li> <li>2. <b>1) Lectures: Creating the Chinese Imperial Paradigm</b> 2) Readings: Ebrey &amp; Walthall, Ch. 3-II "The Founding of the Bureaucratic Empire: Qin-Han China (256 B.C.E.-200 C.E.)" &amp; "Connections: Buddhism" (pp. 45-60)</li> </ol>
<b>4</b>	<b>Sept 9-14</b>	<ol style="list-style-type: none"> <li>1. <b>1) Lectures: Pattern of Disunity</b> 2) Reading: Ebrey &amp; Walthall, Ch. 4 "Political Division in China and the Spread of Buddhism (200-580) (pp. 61-74) 6.</li> <li>2. <b>1) Lectures: The Cosmopolitan Empire</b> 7. 2) Reading: Ebrey &amp; Walthall, Ch. 5 "The Cosmopolitan Empires of Sui and Tang China (581-960) (pp. 75-92)</li> </ol>
<b>5</b>	<b>Sept 16-20</b>	<ol style="list-style-type: none"> <li>1. <b>1) Lectures: Formation of the Early Korean Civilization</b> 8. 2) Reading: Ebrey &amp; Walthall, Ch. 6 "Early Korea to 935" (pp. 100-113) 9.</li> <li>2. <b>1) Lectures: Local Traditions and Localizing Foreign Influences in Early Korea</b> 2) Reading: "Buddhism in Koguryo (Goguryeo), Paekche (Baekje), and Silla" (Carmen)</li> </ol>
<b>6</b>	<b>Sept 23-27</b>	<ol style="list-style-type: none"> <li>1. <b>1) Lectures: Origin of Japan</b> 2) Reading: Ebrey &amp; Walthall, Ch. 7 "Early State and Society in Japan (to 794)" (pp. 115-126)</li> </ol>

		<p>2. 1) <b>Lectures: Early State Formation in Japan</b>  2) Reading: "Buddhism and the State in Early Japan" (excerpts from <i>Nihon Shoki</i>) (Carmen)</p>
7	Sept 30-Oct 4	<p>1. 1) <b>Lectures: International relations in East Asia: the Sino-Centric Tribute System</b>  2) Reading: "Diplomacy in the Tang Capital" from <i>Ambassadors from the Islands of Immortals: China-Japan Relations in the Han-Tang Period</i> (Carmen)</p> <p>2.1) <b>Lectures: The Song Dynasty: Weak or Strong?</b>  1. 2) Reading: Ebrey &amp; Walthall, Ch. 8 "China Among Equals" (pp. 129-147)</p>
8	Oct 7-11	<p>1. <b>Lectures: The Mongols in East Asia</b>  2) Reading: Ebrey &amp; Walthall, Ch. 12 "China Under Mongol Rule (1215-1368)" (pp. 198-209) &amp; "Connections: The Mongol Rule" (pp. 162-168)</p>
9	Oct 14-18	<p>1. 1) <b>Lectures: Japan Moving away from the Chinese Model</b>  10. 2) Reading: Ebrey &amp; Walthall, Ch. 9 "Heian Japan (794-1180)" (pp. 148-161)</p> <p>2. 1) <b>Lectures: The Rise of Warriors: Kamakura Japan</b>  2) Reading: Ebrey &amp; Walthall, Ch. 11 "Kamakura Japan (1180-1333)" (pp. 183-197)</p>
10	Oct 21-25	<p>1. 1) <b>Lectures: Medieval Transformation of Korea</b>  11. 2) Readings: Ebrey &amp; Walthall, Ch. 10 "Goryeo Korea (935-1392)" (pp. 169-182); "Ten Injunctions" from <i>Koryo sa</i> (Carmen)</p> <p>2. 1) <b>Lectures: The Ming Dynasty: Ideals and Changing Realities</b>  12. 2) Reading: Ebrey &amp; Walthall, Ch. 14 "The Ming Empire in China (1368-1644)" (pp. 227-246)</p>
11	Oct 28-Nov 1	<p>1. 1) <b>Lectures: The Manchus: Alien and Chinese</b>  13. 2) Reading: Ebrey &amp; Walthall, Ch. 16 "The Creation of the Manchu Empire" (1600-1800) (pp. 270-287)</p>



		<p>2. <b>1) Lectures: Wars and Warlords: Japan's Muromachi Period</b>  14. 2) Reading: Ebrey &amp; Walthall, Ch. 13 "Japan's Middle Ages (1330-1600)" (pp. 212-226); "Collection of Swords" &amp; "Expulsion of Missionaries" (Carmen)</p>
12	Nov 4-8	<p>1. <b>1) Lectures: Japan's Early Modern Transformation: Tokugawa Period</b>  15. 2) Reading: Ebrey &amp; Walthall, Ch. 17 "Edo Japan (1603-1800)" (pp. 288-303)</p> <p>2. <b>1) Lectures: The Confucian Transformation of Joseon Korea</b>  2) Readings: Ebrey &amp; Walthall, Ch. 15 "Joseon Korea (1392-1800)" (pp. 247-263); "Invention of the Korean Alphabet" (Carmen)</p>
13	Nov 12-15	<p>1. <b>1) Lectures: East Asia in Globalization I</b>  2) Reading: Ebrey &amp; Walthall, "Europe Enters the Scene," pp. 265-269; "East-West Encounters I" (Carmen)  16.</p> <p>2. <b>1) Lectures: East Asia in Globalization II</b>  17. 2) Reading: "East-West Encounters II" (Carmen)</p>
14	Nov 18-22	<p>1) <b>Lectures: Gender in Early Modern East Asia</b>  2) Reading: Martina Deuchler, "Propagating Female Virtues in Choson Korea" (Carmen)</p> <p><b>Begin work on the StoryMap project.</b></p>
15	Nov 26-26	<b>Complete the StoryMap project; revise with the instructors.</b>
16	Dec 2-4	<b>Complete team project; revise with instructors (due Dec. 6). Prep for the final examination (final exam on Dec. 10.)</b>

**History 2401**  
**History of East Asia in the Pre-modern Era (to 1800)**  
**(Fall 2013)**

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Professor Ying ZHANG  
Lectures: MW 9:10-10:05 am  
Location: Townshend Hall 0255

Office: 169 Dulles Hall  
Email: zhang.1889@osu.edu  
Office hours: W. 2:00-3:30 & by  
appointment

**Course Overview**

Simply put, in this course we will explore one question together: **How were the civilizations of China, Korea, and Japan connected but different in the pre-modern period (to 1800)?**

History 2401 is an introduction to the societies and cultures of pre-modern China, Korea, and Japan, the countries that make up the geographical and cultural unit of East Asia. One goal of this course is to consider what is distinctive about "East Asian civilization." A second goal is the study of the relationship between the evolution of China, Korea, and Japan as distinct cultures themselves. We will examine how Korea and Japan, despite considerable linguistic, intellectual, and political borrowing from China, diverged from the Chinese pattern of development to form cultures with their own very distinctive artistic and literary traditions, political organizations, and social and economic structures. We also consider how Korea and Japan influenced Chinese civilization as well. The course will end with exploring China, Korea, and Japan in their encounters with the West.

The lectures are devoted to the major themes and developments of Chinese, Korean, and Japanese political systems, thought and religious belief, art and literature, and society. Discussions allow us to examine historical sources together to deepen our understanding of the issues covered in the lectures.

**Course Objectives**

History 2401 and its continuation, 2402, "History of East Asia in the Modern Era," fulfill the GEC Arts and Humanities requirements for the 1) historical survey and 2) "international issues course: non-western or global."

As with all 2000-level GEC classes, this class has the following learning objectives:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

In addition, in the context of the discipline of History, we aim to develop the following capabilities:

1. **History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.**

2. History students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. History students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts. To this end we train students in a) close reading of primary sources, the most important documents of historical research; and b) writing of well-organized and clearly written analyses of these primary sources, as well as selected secondary readings.
4. **International Issues** (western/non-western) courses help students become educated, productive, and principled citizens of their nation and the world. Students in these classes exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

### Course Requirements

**Enrollment:** Please make sure you are officially enrolled in the course by the end of the second full week of the term.

**Attendance (10%):** Attendance at all lectures and discussion section meetings is required. Two absences with legitimate excuses are allowed without grade penalty.

**Participation (10%):** You are expected to do the readings before lectures and discussions. The reading questions help you grasp the most important points of the materials. Your contribution to discussion sessions will be graded by the graduate instructor. (Please see a separate discussion section syllabus for the grading of your participation.)

#### **Tests and Assignments (80%):**

- 1) **Map quiz (10%):** maps of China, Korea, and Japan (Oct. 2)
- 2) **4 short-answer quizzes (5% each) throughout the term:** In the quiz, you will be asked to write a short answer to a question. Some of the quizzes will be announced beforehand. These quizzes do NOT test names or years; they show how well you understand the assigned readings.
- 3) **Short essay/primary source analysis (10%):** due Nov. 25. Grading rubric will be posted on Carmen.
- 4) **Mid-term exam (20%)**
- 5) **Final exam (20%)**

Late assignments will lead to grade penalty. Grades for late assignments will be reduced by a full letter.

**Avoid Plagiarism** Plagiarism constitutes an academic misconduct and leads to serious consequences. But sometimes they result from a lack of understanding of what it means. To avoid unintentional plagiarism, please see the links below for information on this issue and preserving academic integrity.

[http://library.osu.edu/sites/copyright/copyright\\_faqs.php?faq=all&cat=plagiarism](http://library.osu.edu/sites/copyright/copyright_faqs.php?faq=all&cat=plagiarism)  
<http://oaa.osu.edu/coam/ten-suggestions.html>

Additional sources of information on academic misconduct can be found at [www.oaa.osu.edu/coam/home.html](http://www.oaa.osu.edu/coam/home.html).

**Disabilities** should not become an obstacle to success in this course. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The instructor will contact the Office for Disability Services to coordinate reasonable accommodations for students with documented disabilities. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.  
<http://www.ods.ohio-state.edu>

**Required Reading Materials:**

Ebrey and Walthall, *East Asia: A Cultural, Social and Political History - Pre-Modern East Asia* (3rd Edition, 2013). The textbook can be purchased at University bookstore.

Digital files of all other readings are on the class Carmen course site.

**Course Outline**

**Week 1**

8/21 (W): Introduction; Main themes of the course; Requirements

[8/23 (F): Introduction.

Discussion: Please think about this question: What is the **single most important** thing to know about the Chinese, Japanese, and Korean civilizations respectively? Your answers could be based on your personal experience, general impression and observation, or the information you find on the internet. **There is no right or wrong answer to this question. Just have fun thinking and talking about it!**]

**Week 2**

8/26 (M): Ebrey & Walthall, "Connections: The Prehistory of East Asia" (pp. 2-10); East Asian Geography & its Influence (pp. 98-100; 114-115)

8/28 (W): Ebrey & Walthall, Ch. 1 "China in the Bronze Age: The Shang and Western Zhou Dynasties (ca. 1500-771 B.C.E.)" (pp. 10-19)

[8/30 (F) discussion: 1) Carmen: "Yao tien" from the *Book of Documents* pp. 1-8; 2) Textbook: poems from the *Book of Songs*, pp. 16-17]

**Week 3**

9/2 (M): No class.

9/4 (W): Ebrey & Walthall, Ch. 2 "Philosophers and Warring States During the Eastern Zhou Period (770-256 B.C.E.)" (pp. 20-35)

[9/6 (F) discussion: 1) Textbook: "Biography of Guan Zhong," p. 22 & "The King of Zhao Convinces His Uncle to Wear Barbarian Dress," p. 25; 2) Carmen: excerpts from *The Analects, Universal Love, and Han feizi*]

#### Week 4

9/9 (M): 1) Ebrey & Walthall, Ch. 3-I "The Founding of the Bureaucratic Empire: Qin-Han China (256 B.C.E.-200 C.E.)" (pp. 36-44); 2) Carmen, "The Birth of the First Emperor," from Sima Qian, *Historical Records*)

9/11 (W): Ebrey & Walthall, Ch. 3-II "The Founding of the Bureaucratic Empire: Qin-Han China (256 B.C.E.-200 C.E.)" & "Connections: Buddhism" (pp. 45-60)

[9/13 (F) discussion: 1) Textbook: "Biography: the Ban Family," p. 49; 2) Carmen: "The Biography of the Chief Minister of Qin" from Sima Qian, *Historical Records*]

#### Week 5

9/16 (M): 1) Ebrey & Walthall, Ch. 4 "Political Division in China and the Spread of Buddhism (200-580) (pp. 61-74); 2) Carmen, "The Ballad of Mulan"

9/18 (W): Ebrey & Walthall, Ch. 5 "The Cosmopolitan Empires of Sui and Tang China (581-960) (pp. 75-92)

[9/20 (F) discussion: 1) Textbook: "Biography: Yan Zhitui," p. 69; "The Monastery of Eternal Tranquility," p. 73; "Poking Fun," pp. 88-89; 2) Carmen: excerpt from Yan Zhitui's *Family Instruction*]

#### Week 6

9/23 (M): Ebrey & Walthall, Ch. 6 "Early Korea to 935" (pp. 100-113); Carmen, "Origins of Korea" (Korea in Chinese Dynastic Histories)

9/25 (W): Carmen: "Buddhism in Koguryo, Paekche, and Silla"

[9/27 (F) discussion: 1) Textbook, "The Widow of King Gogukcheon," p. 102 & "Biography: Gangsu," p. 109; 2) Carmen, "The Hwarang"]

#### Week 7

9/30 (M): 1) Ebrey & Walthall, Ch. 7 "Early State and Society in Japan (to 794)" (pp. 115-126); 2) Carmen, "Early myths," excerpts from *Kojiki*

10/2 (W): Carmen: 1) "Japan in Chinese Dynastic Histories;" 2) "Buddhism and the State in Early Japan" (excerpts from *Nihon Shoki*)

Map quiz in class.

[10/4 (F): discussion: Carmen, 1) "Buddhism and the State in Early Japan"—reading for 10/2; 2) excerpts from *Ennin's Diary*]

#### Week 8

10/7 (M): Mode of international relations in East Asia

1) Carmen, "Diplomacy in the Tang Capital" from *Ambassadors from the Islands of Immortals*; 2) Carmen, "Verses by a Japanese Mission to Silla," from *Man'yōshū*

10/9 (W): recap-prep for the mid-term

[10/11 (F): Mid-term in the discussion section]

### Week 9

10/14 (M): 1) Ebrey & Walthall, Ch. 8 "China Among Equals" (pp. 129-147); 2) Carmen, "Treaties between Sung and Chin"

10/16 (W): Ebrey & Walthall, Ch. 12 "China Under Mongol Rule (1215-1368)" (pp. 198-209) and "Connections: The Mongol Rule" (pp. 162-168)

[10/18 (F) discussion: 1) Carmen: "The Attraction of the Capital;" "Women and the Problems They Create;" 2) Textbook: "Biography: Hao Jing, Imprisoned Envoy," p. 204]

### Week 10

10/21 (M): Ebrey & Walthall, Ch. 9 "Heian Japan (794-1180)" (pp. 148-161) & Ch. 11 "Kamakura Japan (1180-1333)" (pp. 183-197)

10/23 (W): 1) Ebrey & Walthall, Ebrey & Walthall, Ch. 10 "Goryeo Korea (935-1392)" (pp. 169-182); 2) Carmen, "Ten Injunctions" from *Koryō sa*

[10/25 (F): discussion: 1) Carmen, "The Diary of Murasaki Shikibu" (excerpts); 2) Textbook, "The Estate Stewards in Legal Documents," p. 190; "Biography: Lady Ki," p. 181; 3) Carmen, "On Current Affairs" and "Opposition to Yuan Policies"]

### Week 11

10/28 (M): 1) Ebrey & Walthall, Ch. 14 "The Ming Empire in China (1368-1644)" (pp. 227-246); 2) Carmen: "The August Ming Ancestral Instruction"

10/30 (W): 1) Ebrey & Walthall, Ch. 16 "The Creation of the Manchu Empire" (1600-1800) (pp. 270-287); 2) Carmen: *Voice from the Ming-Qing Cataclysm*

[11/1 (F): discussion: 1) Textbook: "The Peony Pavilion," pp. 242-43; 2) Carmen: "Letters to My Sons" from *Under Confucian Eyes*; "Religious Syncretism"]

### Week 12

11/4 (M): 1) Ebrey & Walthall, Ch. 13 "Japan's Middle Ages (1330-1600)" (pp. 212-226); 2) Carmen: experts from *A Chronicle of Gods and Sovereigns*

11/6 (W): 1) Ebrey & Walthall, Ch. 17 "Edo Japan (1603-1800)" (pp. 288-303); 2) Carmen: "The Warrior's Primer"

[11/8 (F): discussion: 1) Textbook: "The Journal of Socho," pp. 220-221; "Ihara Saikaiku's 'Sensible Advice on Domestic Economy,'" pp. 296-97; "Biography: Tadano Makuzu, Daughter of the Samurai," p. 299; 2) Carmen: "The Love Suicides at Sonezaki" by Chikamatsu Monzaemon]

### Week 13

11/11 (M): No class.

11/13 (W): 1) Ebrey & Walthall, Ch. 15 "Joseon Korea (1392-1800)" (pp. 247-263); 2) Carmen: "Propagation of Confucian Values"

[11/15 (F): discussion: Carmen: 1) "Invention of the Korean Alphabet;" 2) "Pak Chega: On Revering China"]

### Week 14

11/18 (M): Women in Pre-modern East Asia  
Carmen, "Women and Confucian Cultures in Pre-modern China, Korean, and Japan" (by Ko, Haboush, and Piggott)

11/20 (W): Encounters with the West  
1) Ebrey & Walthall, "Europe Enters the Scene," pp. 265-269; 2) Carmen: "The Travels of Marco Polo;" "Hamel's Journal;" and "The City of Jedo (Edo)" by Engelbert Kaempfer

[11/22 (F): discussion: Carmen: 1) Argument against Christianity; 2) *The Dawn of Western Science in Japan* by Sugita Genpaku; 3) "The Encounter with the West"]

**Short essay/primary source analysis (due 11/25): East Asia in Pre-modern Western accounts (4-5 pgs.)**

### Week 15

11/25 (M): Review of class. Preparation for final exam.

11/27-29 (W-F): Thanksgiving and Columbus Day. No class.

### Week 16

12/2 (M): Preparation for final exam.

**HISTORY 2401**  
**HISTORY OF PREMODERN EAST ASIA (-1800)**

**Expected Learning Outcomes 1 for Global Studies: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.**

History 2401 fulfills Global Studies ELO 1 in its course objectives, readings, topics, written assignments, and discussions given that is dedicated to the study of the history of the people, cultures, politics, religions, and societies of China, Japan, and Korea in premodern times (prehistory to 1800). The course itself aims to provide students with a working knowledge of the history of these civilizations, with that knowledge serving as a foundational tool for understanding East Asia's role in shaping not only the modern world but also today's global and transnational dynamics. Required readings include archaeological and historical objects and documents that shed light on the diverse experiences of premodern East Asian peoples and their institutions. The students will also understand the critical roles played by European and U.S. museums and other archival institutions in studying and understanding premodern East Asia.

Assessment Plan

1. Direct measure: Standardized exam (multiple-choice and essay questions) and assignments assess the students' basic knowledge of the similarities and differences among these three civilizations and their ability to contextualize these similarities and differences. Example: How did China, Japan, and Korea create their own status systems by selectively following the ideals of Confucianism in the early modern period?

Excellent	Good	Fair	Poor
Accurate description of the 3 status systems; Accurate discussion of how each system reflects Confucian ideals; Insightful discussion of why Korea and Japan departed from the Chinese system.	Accurate description of the 3 status systems; Adequate discussion of how each system reflects Confucian ideals; Insightful discussion of why Korea and Japan departed from the Chinese system.	Accurate description of the 3 status systems; Incomplete discussion of how each system reflects Confucian ideals; Incomplete discussion of why Korea and Japan departed from the Chinese system.	Inability to describe the 3 systems; lack of appreciate of how Korea and Japan adapted Confucian influence

2. Indirect measure: Regular feedback on students' online discussions and informal assignments to help the students reflect on their self-study and peer engagement.

Expected level of students' achievement in learning objectives: 95%+ By building self-reflection into the learning process, the course motivates the students to actively work toward the objectives and encourages them to communicate regularly to the instructor about their progress.



Course review mechanism

1. Building students’ self-reflection as part of their learning in the course and collecting this data for potential change of the course design;
2. Analyzing data from the students’ peer reviews after they have completed a group project. Such peer reviews reveal problems with the design of the project and its effectiveness.

**Expected Learning Outcomes 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**

History 2401 fulfills Global Studies ELO 2 in its course objectives, readings, topics, written assignments, and discussions both by providing the students with opportunities to think about historically diverse paths of development, different patterns of cross-cultural interactions, and alternative approaches to dealing with complex issues. In the first half of the course, the students explore how these civilizations evolved differently and similarly as a result of the exchanges not only among themselves but also with other parts of the premodern world. In the second half of the course, the students study the increasing contact between the East and West and how it shaped these civilizations’ internal developments and their relations. Readings, discussions, and exercises on topics such as the Silk Road across Eurasia and different patterns of the spread of Catholicism within East Asia will deepen the students’ understanding of the complex meaning of “diversity.” Recognizing and appreciating diversity in human perspectives, experiences, decision-making processes, and spiritual inspirations is central to this course.

Assessment Plan

1. Direct measure: Standardized exam (multiple-choice and essay questions) and graded assignments assess the students’ basic knowledge about the countries’ different choices in their interactions and the students’ ability to contextualize these different choices and consequences. For example: What happened to the Koreans when the Mongol dynasty dominated China?

Excellent	Good	Fair	Poor
Accurate description of how the Mongols ruled China and Korea differently; Complete analysis of the Mongol perspective in decision making; Insightful discussion of the Korea adaption and resistance.	Adequate description of how the Mongols ruled China and Korea differently; Adequate analysis of the Mongol perspective in decision making; Some discussion of the Korea adaption and resistance.	Some description of how the Mongols ruled China and Korea differently; Some analysis of the Mongol perspective in decision making	Inability to describe how the Mongols ruled China and Korea differently

2. Indirect measure: Regular feedback on students’ online discussions and informal assignments to help the students reflect on their self-study and peer engagement.

Expected level of students' achievement in learning objectives: 95%+ By building self-reflection into the learning process, the course motivates the students to actively work toward the objectives and encourages them to communicate regularly to the instructor about their progress.

Course review mechanism

1. Building students' self-reflection as part of their learning in the course and collecting this data for potential change of the course design;
2. Analyzing data from the students' peer reviews after they have completed a group project. Such peer reviews reveal problems with the design of the project and its effectiveness.

**HISTORY 2401**  
**HISTORY OF PREMODERN EAST ASIA (-1800)**

**Historical Studies Goals: Students recognize how past events are studied and how they influence today's society and the human condition.**

**Expected Learning Outcomes 1:** Students construct an integrated perspective on history and the factors that shape human activity.

History 2401 fulfills Historical Studies ELO 1 in its course objectives, readings, topics, written assignments, and discussions given that is dedicated to the study of the history of the people, cultures, politics, religions, and societies of China, Japan, and Korea in premodern times (prehistory to 1800). It provides the students with opportunities to think about historically diverse paths of development, different patterns of cross-cultural interactions, and alternative approaches to dealing with complex issues. In the first half of the course, the students explore how these civilizations evolved differently and similarly as a result of the exchanges not only among themselves but also with other parts of the premodern world. Much emphasis is placed on the entangled environmental, social, religious, and political factors that shaped how East Asia evolved. In the second half of the course, the students study the increasing contact between the East and West and how it shaped these civilizations' internal developments and their relations. Readings, discussions, and exercises on topics such as East Asian religions and participation in global trade allow the students to learn how to develop a sophisticated, multi-layered understanding of history and historical subjects.

Assessment Plan

1. Direct measure: Standardized exam (multiple-choice and essay questions) and assignments assess the students capability to synthesize multiple historical factors and build an argument based on it. Example: How to understand the main factors that shaped the different fates of Catholicism in early modern China, Japan, and Korea?

Excellent	Good	Fair	Poor
Accurate presentation of the political and economic factors behind the rulers' attitudes; Accurate discussion of the domestic debates about Catholicism and missionaries; Insightful analysis of the interactions between missionaries and locals.	Adequate discussion of the political and economic factors behind the rulers' attitudes; Adequate discussion of the domestic debates about Catholicism and missionaries; Adequate analysis of the interactions between missionaries and locals.	Some discussion of the political and economic factors behind the rulers' attitudes; Some understanding of the domestic debates about Catholicism and missionaries. Awareness of the interactions between the missionaries and locals.	Inadequate understanding of the complexity of East Asians' attitudes toward Catholicism and missionaries.

2. Indirect measure: Regular feedback on students' online discussions and informal assignments to help the students reflect on their self-study and peer engagement.

Expected level of students' achievement in learning objectives: 95%+ By building self-reflection into the learning process, the course motivates the students to actively work toward the objectives and encourages them to communicate regularly to the instructor about their progress.

Course review mechanism

1. Building students' self-reflection as part of their learning in the course and collecting this data for potential change of the course design;
2. Analyzing data from the students' peer reviews after they have completed a group project. Such peer reviews reveal problems with the design of the project and its effectiveness.

**Expected Learning Outcomes 2:** Students describe and analyze the origins and nature of contemporary issues.

The course aims to provide students with a working knowledge of the history of these civilizations, with that knowledge serving as a foundational tool for understanding East Asia's role in shaping not only the modern world but also today's global and transnational dynamics. On one hand, the students learn that each civilization has a history and how to avoid essentializing a culture or a people. On the other hand, they learn to appreciate how "tradition" shapes historical and contemporary issues in complicated manners while continues its own evolution. These questions are extremely important in our times. Global collaborations on dealing with pressing issues such as environmental problems, food security, and pandemics require the students to have the ability to appreciate and learn from others' strengths and weaknesses. For example, how was Confucianism taught and practiced in East Asia? Is it accurate to attribute some East Asian countries' successful campaigns against the Covid-19 pandemic to Confucianism?

Assessment Plan

1. Direct measure: Standardized exam (multiple-choice and essay questions) and graded assignments assess the students' basic knowledge about the countries' traditions and the students' ability to contextualize these traditions and contextualize their changes. Example (assignment): How was the divine nature of the royal family defined? Why did the U.S. make the emperor denounce such divinity after WWII?

Excellent	Good	Fair	Poor
Accurate description of how Japanese origin myths and Shinto practice defined the royal divinity and its spiritual-cultural	Adequate description of how Japanese origin myths and Shinto practice defined the royal divinity; adequate understanding of its spiritual-cultural	Some description of how Japanese origin myths and/or Shinto practice defined the royal divinity; some understanding of its spiritual-cultural	Inability to describe how the divine nature of the royal family was defined

significance in premodern periods; Thoughtful contextualization of the political significance of the denouncement after WWII that corresponds to the first part of the question.	significance in premodern periods; Good contextualization of the political significance of the denouncement after WWII that corresponds to the first part of the question.	significance in premodern periods; Some effort to contextualize the U.S.-Japan relations and political significance of the denouncement.	and its significance.
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2. Indirect measure: Regular feedback on students' online discussions and informal assignments to help the students reflect on their self-study and peer engagement.

Expected level of students' achievement in learning objectives: 95%+ By building self-reflection into the learning process, the course motivates the students to actively work toward the objectives and encourages them to communicate regularly to the instructor about their progress.

Course review mechanism

1. Building students' self-reflection as part of their learning in the course and collecting this data for potential change of the course design;
2. Analyzing data from the students' peer reviews after they have completed a group project. Such peer reviews reveal problems with the design of the project and its effectiveness.

**Expected Learning Outcomes 3:** Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

History 2401 assigns weekly primary source analysis which requires the students to utilize the knowledge from secondary sources to contextualize and interpret evidence. They are also encouraged to challenge and complicate secondary sources. These sources also include many archaeological findings and objects in museum collections.

Assessment Plan

1. Direct measure: Standardized exam (multiple-choice and essay questions) and graded assignments assess the students' understanding of the importance of this critical analysis skill and their application of this skill. Example: Read translations of multi-lingual documents of the Qing government and analyze the differences among various editions. Use this analysis to engage historians who argue for the importance of using non-Chinese archives when we study Qing history.

Excellent	Good	Fair	Poor
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Accurate presentation of the primary sources; Insightful comparison of the primary sources and contextualization of the comparison; Meaningful, evidence-based discussion about the importance of non-Chinese archives.	Good presentation of the primary sources; Adequate comparison of the primary sources and contextualization of the comparison; Meaningful discussion about the importance of non-Chinese archives.	Adequate presentation of the primary sources; Some comparison of the primary sources and contextualization of the comparison; General discussion about the importance of non-Chinese archives.	Lack of effort to read the sources carefully and critically; little ability to engage secondary sources.
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2. Indirect measure: Regular feedback on students' online discussions and informal assignments to help the students reflect on their self-study and peer engagement.

Expected level of students' achievement in learning objectives: 95%+ By building self-reflection into the learning process, the course motivates the students to actively work toward the objectives and encourages them to communicate regularly to the instructor about their progress.

Course review mechanism

1. Building students' self-reflection as part of their learning in the course and collecting this data for potential change of the course design;
2. Analyzing data from the students' peer reviews after they have completed a group project. Such peer reviews reveal problems with the design of the project and its effectiveness.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 2401**

**Instructor: Ying Zhang**

**Summary: History of East Asia in the Pre-Modern Era**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenWiki</li> <li>• Carmen Message Boards</li> <li>• Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

**Notes: Good to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.