

Term Information

Effective Term Summer 2022
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)?

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond

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	2402
Course Title	History of East Asia in the Modern Era
Transcript Abbreviation	Hist E Asia Mdn
Course Description	Introduction to the transformation of societies and cultures of modern China, Korea, and Japan from the 17th century to the present.
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
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx.
Exclusions	
Previous Value	Not open to students with credit for 142.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	General Studies Course
Intended Rank	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

Course goals or learning objectives/outcomes

- Understanding of modern East Asia

[Previous Value](#)

Content Topic List

- East Asia in the 17th to 20th Centuries
- Comparison of early Responses to European Contacts
- Intellectual, Cultural, Social, and Political History of Early Modern China
- Korea
- Japan
- Mao
- Chiang Kai-shek
- Late Modern East Asian Modernizations & Nationalisms
- East Asia and Global Wars
- Post-War Reconstruction and Revolution
- Cold War in East Asia
- Current Challenges and Opportunities
- Taiwan and Hong Kong

COURSE CHANGE REQUEST
2402 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/16/2021

Sought Concurrence

No

Attachments

- 2402 GE ELO Assessment Global Studies.pdf: Assessment plan
(GEC Course Assessment Plan. Owner: Heikes, Jacklyn Celeste)
- HISTORY 2402, Historical Study ELOs.pdf: Assessment Plan
(GEC Course Assessment Plan. Owner: Heikes, Jacklyn Celeste)
- Hist 2402.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 2402 Syllabus.pdf: in-person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- DL History 2402 Syllabus revised.docx: Revised Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)

Comments

- See 7-29-20 email to B. Elmore and J. Heikes *(by Oldroyd, Shelby Quinn on 07/29/2020 03:14 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	06/16/2020 03:38 PM	Submitted for Approval
Approved	Elmore, Bartow J	06/16/2020 05:21 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/16/2020 06:13 PM	College Approval
Revision Requested	Oldroyd, Shelby Quinn	07/29/2020 03:14 PM	ASCCAO Approval
Submitted	Heikes, Jacklyn Celeste	09/15/2021 01:32 PM	Submitted for Approval
Approved	Soland, Birgitte	09/15/2021 01:56 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/16/2021 12:12 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/16/2021 12:12 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 2402

HISTORY OF EAST ASIA IN THE MODERN ERA, 1600 TO PRESENT SUMMER 2020, 1ST 4 WEEK SESSION

Course overview

Instructor

Instructor: Dr. Ryan Schultz
Email address: scultz.441@osu.edu
Office hours: TR 11:00AM-12:00PM
Office Location: Carmen Zoom

Course Coordinator

Course description

History 2402 is an introductory comparative survey of East Asian history from 1600 until the present day. It examines the major political, social, economic, and military events and systems that have shaped modern China, Japan, and Korea. Lectures dedicate equal time to each of these three nations. Moments where the histories, cultures, and societies of these countries came into close contact through cultural exchange and conflict are emphasized. This course will prepare students for higher-level history courses on topics concerned with modern East Asia.

Course learning outcomes

My specific goals for this course are that:

1. Students gain a working knowledge of the history of modern China, Japan, and Korea. This knowledge will serve both as a foundation for further study and as a tool for more effectively understanding today's world.
2. Students learn to think critically and comparatively about historical events in modern East Asia. They are able to understand and identify historical themes, causes, and effects, and to draw larger conclusions based on careful reading of primary and secondary sources.
3. Students are able to use their knowledge and critical thinking abilities to intelligently consider and discuss published works, contemporary journalism, and scholarly articles on topics related to modern East Asia.

GE Course Information

- Historical Study

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.
2. Students describe and analyze the origins and nature of contemporary issues.
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.

- Diversity

Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

GLOBAL STUDIES EXPECTED LEARNING OUTCOMES

1. 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.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Course materials

Because the course covers over 400 years of history across three countries, it is impossible for lectures to cover all of the material. Therefore, lectures are supplemented with required readings from the following books, available from the OSU Bookstore and from online sources:

Ebrey, Patricia & Anne Walthall. *Modern East Asia from 1600: A Cultural, Social, and Political History*. 3rd ed. Boston: Wadsworth, 2013. ISBN 9781133606499.

Katsu, Kokichi. *Musui's Story: The Autobiography of a Tokugawa Samurai*. Translated by Teruko Craig. Tucson: University Press of Arizona, 1988. ISBN 9780816512560.

Pruitt, Ida and Lao T'ai-t'ai Ning. *A Daughter of Han: The Autobiography of a Chinese Working Woman*. Stanford: Stanford University Press, 1945. ISBN 9781614270942.

Textbook reading assignments are listed in the course schedule below. Some additional reading materials will also be provided via Carmen.

We will also be watching the 2004 South Korean film *Taegukgi*, directed by Kang Je-gyu. This film is available from the library and can also be rented on YouTube for \$3.99.

Content advisory: this film is rated R for scenes of intense violence.

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
- **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
Map Assignment	5%
Online Discussion Posts and Participation	25%
Midterm	25%
Final	25%
Book Essay	20%
Total	100

See course schedule, below, for due dates

Assignment information

The map assignment will be a short map quiz on Carmen.

The midterm and final will both be essay projects- amounting to 4-5 pages each, double spaced. There will be more description of the assignments on Carmen.

You will pick one of the books assigned and write another 4-5 page essay on the book of choice. A rubric will be available on Carmen with a longer assignment description.

Each week we will have a discussion board topic and assigned questions. Keep up with the discussion and post comments on other questions (noting that comments are not due until the end of the next module).

Late assignments

Late assignments will only be accepted without penalty with prior agreement of the instructor and/or submission of valid proof of an emergency. Late assignments will typically be marked down 10% for each day they are late. Consult the instructor if you believe that your situation merits an extension.

Because Carmen boards and dropboxes will lock after the due date, you may need to directly contact the instructor to submit late work.

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/APA/?]** 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 (Recommended)

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

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; 614-292-3307; 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 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

Course schedule (tentative)

Module	Dates	Topics, Readings, Assignments, Deadlines
1	<p style="text-align: center;">All must be completed by May 20th</p>	<ol style="list-style-type: none"> 1. Rise of the Qing Empire in China <ol style="list-style-type: none"> a. Watch or listen to the above lecture while consulting the corresponding lecture notes file. This note is omitted hereafter. b. Read Ebrey & Walthall (hereafter E&W) chapter 16. 2. Joseon Dynasty in Korea <ol style="list-style-type: none"> a. Read E&W chapter 15. 3. Tokugawa Shogunate in Japan <ol style="list-style-type: none"> a. Read E&W chapter 17. 4. Complete the Map Assignment 5. (Discussion 1) Early Modern East Asia <ol style="list-style-type: none"> a. Review the Discussion Board Guidelines file and post your response to one question from the above Discussion Question set. Keep up with the discussion and post comments on other questions (noting that comments are not due until the end of the next module). This note is omitted hereafter. 6. High Qing 7. Late Qing <ol style="list-style-type: none"> a. Read E&W chapter 18. 8. (Discussion 2) Qing at its Height 9. Early Joseon Korea 10. Late Joseon Korea <ol style="list-style-type: none"> a. Read E&W chapter 21. 11. (Discussion 3) Joseon Korea 12. From Warring States to Tokugawa Peace 13. Was Tokugawa Japan a Closed Country?

		<p>a. Read E&W chapter 19.</p> <p>14. (Discussion 4) Tokugawa Japan</p>
2	<p>All completed by Sunday, May 30th</p>	<ol style="list-style-type: none"> 1. European Imperialism in Qing China 2. Popular Movements and Rebellions in Late Qing 3. (Discussion 5) Discontent and Self-Strengthening in Late Qing China 4. Popular Movements and Unorthodox Learning in Joseon Korea 5. Decline of Joseon 6. (Discussion 6) Social Change in Late Joseon 7. Neo-Confucianism, Science, and Dutch Learning in Tokugawa Japan 8. Collapse of the Tokugawa—Meiji Restoration <ol style="list-style-type: none"> a. Read E&W chapter 20. 9. The Meiji Moment and Taisho Democracy <ol style="list-style-type: none"> a. Read E&W chapter 22. 10. (Discussion 7) Tokugawa’s End and the Meiji Moment 11. Collapse of the Qing—From the Sino-Japanese War to the Republic of China <ol style="list-style-type: none"> a. Read E&W chapter 24. b. Complete EITHER <i>Musui’s Story</i> OR <i>A Daughter of Han</i> essay. <ol style="list-style-type: none"> i. See the corresponding Essay Guidelines files. ii. You are expected to read both books for the course. However, you only have to write an essay on one of them. 12. The Sino-Japanese War and Korea’s Role <ol style="list-style-type: none"> a. Read E&W chapter 23.

		<p>13. Collapse of Joseon—Japanese Colonialism in Korea</p> <p>14. (Discussion 8) Out with the Old</p> <p>15. Post two comments on responses to topics other than your own from Module 1</p> <p>16. Complete the Midterm Essay</p> <p>a. See the Midterm Essay Guidelines file.</p>
3	<p>Complete by Monday, June 8th</p>	<p>1. Post two comments on responses to topics other than your own from Module 2</p> <p>2. Korea in the Colonial Period</p> <p>3. The Warlord Era and the Nationalists in China</p> <p>4. (Discussion 9) Colonial Korea and Warlord China</p> <p>5. The Japanese Empire on the Continent</p> <p>a. Read E&W chapter 26.</p> <p>6. World War II in East Asia</p> <p>a. Read E&W chapter 25.</p> <p>7. (Discussion 10) The Experience of World War II in East Asia</p> <p>8. Resistance, Communism, and the Rise of Mao Zedong in China</p> <p>a. Read E&W chapter 27.</p> <p>9. China in the Post-War</p> <p>a. Read E&W chapter 30.</p> <p>10. (Discussion 11) China in the Post-War</p> <p>11. Korea in the Post-War and the Korean War</p> <p>a. Read E&W chapter 28.</p> <p>b. Watch the 2004 South Korean film <i>Taegukgi</i>, available for rent on YouTube and iTunes at the following links:</p>

		<ul style="list-style-type: none">i. https://www.youtube.com/watch?v=mJDZI-1VWi0ii. https://itunes.apple.com/us/movie/tae-guk-gi-the-brotherhood-of-war/id295411050iii. OPTIONALLY, complete the Extra Credit essay on this film. See the Taegukgi Essay Guidelines file. This essay is worth up to +5%. <p>12. Japan in the Post-War</p> <ul style="list-style-type: none">a. Read E&W chapter 29. <p>13. (Discussion 12) Japan and Korea in the Post-War</p> <p>14. North Korea and Other Challenges Facing East Asia</p> <p>15. Post two comments on responses to topics other than your own from Module 3</p> <p>16. Complete the Final Essay</p> <ul style="list-style-type: none">a. See the Final Essay Guidelines file.
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Modern East Asia

History 2402

Melvin Barnes, Jr.

Office: 322 Dulles Hall

Email: Barnes.724@osu.edu

Hours: TR 2:00 to 3:00 p.m. and F 2:00 to 3:00 p.m.

Hagerty Hall 062

WF 3:55-5:15

Fall 2019 Office

(or by appointment)

中国•日本•한국

Course Overview

History 2402 is an introductory survey of the modern history of East Asia focusing on China, Korea, and Japan. The course will begin in the 17th century and conclude in the late 20th century. Along the way, the course will cover the social, political, and economic influences that have shaped the East Asia we know today.

Though the course does have some comparative elements, lectures strive to present an informative narrative that highlights how each of our three target nations are unique while also being tightly connected. Each student will be expected to learn the general historical narrative of the region and how each country fits within that narrative.

The course is divided into five thematic modules. Module one, discusses the “ancien” regimes, the social and political systems that governed each state from the 17th century to the 20th century. Module two covers East Asia following significant Western contact in the 19th century. Module three addresses the reaction of each East Asian states to the arrival of Western businesspeople and militaries as well as social and political transformations in the region. Modules three and four discuss the rise of imperialism in East Asia and World War Two. Finally, module five is devoted to post-war developments in East Asia. Given the course design, it is worth noting that though the class begins in the 17th century, the majority of the lectures and readings will be devoted to the 19th and 20th centuries.

Methodologically, this course adopts a historical lens in its analysis of East Asia; meaning that the analysis of historical documents will serve as the foundation of our class. Success in this course requires each student to demonstrate the ability to learn the overarching historical narrative, to analyze the documents from the period, and to communicate their ideas effectively both verbally and in writing.

Course Objectives and Expectations

"It's good to know how to read, but it's dangerous to know to read and not how to interpret what you're reading."

History 2402 is designed to give each student a basic overview of the history of modern East Asia. By the end of the course, each student should have a grasp of the significant social, political, and economic changes that East Asia has experienced since the 17th century. Additionally, each student will understand how China, Japan, and the Koreas developed into the social, political, and economic forms that each have adopted today.

This course is also designed to introduce students to the historian's craft. **History is not the memorization of names and dates.** While this is undoubtedly helpful, the analysis of historical documents and the interpretation of the past are the historian's primary job, and one of the foundations of this course. Each student will be expected to demonstrate the ability to analyze historical documents and to communicate their ideas effectively both orally and in writing. Document discussions will take place in class. All documents will be uploaded to Carmen or can be found in your textbook. Students will be expected to prepare ahead of time, so come to class ready to talk about the materials.

In summation, history courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

- a. Students acquire a perspective on history and an understanding of the factors that shape human activity.
- b. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- c. 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.

This course also fulfills the **Global Studies** requirement, the goal of which is "to foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help the student become an educated, productive, and principled citizen."

Attendance Expectations

Given that this class will rely heavily on group discussions, your presence is **required** at every class. If for any reason you cannot attend class, contact the instructor prior to the start of class. Excused absences are rare and will be at the instructor's discretion.

Class Participation

In all classes, students will be expected to answer factual and theoretical questions posed to them by the instructor, to ask questions of their own design, and to participate actively in discussions. The discussions are intended to help students more fully understand the subject material. They are also intended to promote collaborative learning; students can learn as much from each other as they can from the instructor.

Required Textbooks

The **following books are required** for History 2402 and are available for purchase at Barnes & Noble on High Street (as well as at other campus-area bookstores).

1. Patricia Ebrey & Anne Walthall (“E&W”), *Modern East Asia, From 1600, A Cultural, Social, and Political History*, 3rd ed. (Houghton-Mifflin/Cengage, 2014)

Exams and Assignments

Midterm and Final The midterm and final exams are both in-class blue book exams. Each student will be required to answer two to three dozen multiple-choice questions and to complete one to two essay responses. Successful students (that means all of you), will demonstrate the ability to use the documents we have covered in class to craft a historical argument based on primary sources. Additional information on the exam format will be provided during the semester. *The midterm will be held on October 18th. The final will be held on December 11th.*

Document Analyses

Students will complete two (four to six page) essays demonstrating the ability to think critically about historical documents. The instructor will provide the class with a handout with instructions on how to complete this assignment during the semester. *The first analysis will be due on October 9th and the second analysis will be due on November 8th.*

Film Analysis

Each student will complete one film analysis on the film *Grave of the Fireflies*. The instructor will provide the class with a handout with instructions on how to complete this assignment immediately before the screening of the film on November 13th. *The due date for this assignment unless otherwise specified is November 22nd.*

Grade Breakdown

Document Analyses: 20%

Film Review: 15%

Attendance Quizzes & Participation: 20%

Midterm: 20%

Final: 25%

Grades will follow the OSU Standard Scheme, which is the default system on Carmen.

A = 93 to 100; A- = 90 to <93

B+ = 87 to <90; B = 83 to <87; B- = 80 to <83

C+ = 77 to <80; C = 73 to <77; C- = 70 to <73

D+ = 67 to <70; D = 60 to <67

E = 0 to <60

Most of your grade in this course will be based on how well you communicate in writing what you have learned. All essay-type written work is graded according to three major criteria: 1) the quality and effectiveness (persuasive power) of the analysis or argument; 2) the accuracy, relevance, importance, and quantity of evidence you provide to support your analysis or argument; and 3) the quality of the organization and writing. Developing these skills is incredibly useful, even for students not majoring in history.

As is standard practice in the History Department, late papers and assignments, even with a legitimate excuse, will be marked down a half a letter grade per day for each day they are late, weekends included. Therefore, for example, on the second day, an A becomes an A-; on the third day, the A- becomes a B; on the fourth day, the B becomes a B-; etc. No late papers will be accepted after the 7th day (so, if a paper is due on a Monday, the 7th day will be the following Sunday.)

No late assignments will be accepted without the prior agreement of the professor and/or submission of a valid written explanation from a medical doctor. The “Explanatory Statement for Absence from Class” found on the Wilce Health Center website does NOT constitute an official doctor’s note. Course overloads, work duties, computer crashes, and oversleeping are not acceptable excuses for late assignments, missed exams, or for failure to participate fully in other class activities.

If you absolutely must miss an exam because of illness or a verifiable **emergency**, you must **contact the professor**. If permission to take a make-up exam is granted, it is the student's

responsibility to take such a make-up examination at the time and place specified by the instructor. Make-up examination dates are set by the History Department; you must take a make-up on one of these dates in the location specified by the department.

Students are responsible for all materials, lectures, discussions, films, readings, and assignments. This syllabus and any study aids supplied to students in History 2402 are subject to change at the discretion of the professor. Any further instructions regarding course requirements given verbally by the instructor are as binding as written instructions.

Email Guidelines

During the week, I will do my best to respond to your Emails as quickly as possible. That said, please allow 24 hours for a response. I may not respond to Emails sent on the weekends (Fridays after 7:00 p.m.) until the following Monday.

Academic Misconduct

All university rules regarding cheating and plagiarism are applicable in this course, and it is the student's responsibility to be familiar with them. **Cheating** includes but is not limited to copying from another student's exam and consulting unauthorized notes or books during an exam.

Plagiarism is presenting the published or unpublished work of anyone other than yourself as your own. It includes copying all or part of any written assignment from a published book or article, from the Web, or from a published or unpublished paper composed by another student without attribution.

If you have questions about proper attribution of source material for any written assignment, please consult the professor. The instructor will report all instances of alleged academic misconduct to the Committee on Academic Misconduct (Faculty Rule 3335-5-487).

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 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 <https://trustees.osu.edu/rules/code-of-student-conduct/>

Technology in the Classroom

At the start of each day, students will be expected to take course quizzes using their cellphones or another electronic device. Each student will be required to use TopHat, which will allow the instructor to administer quizzes before each class. The quizzes will cover the materials discussed in lecture, readings, and documents. If you do not own a cell phone or anticipate other

difficulties with the quiz format, please see the instructor before the end of the first week of class.

Tape recording and/or photography of lectures is not permitted except in the case of a documented learning disability. Students with such a disability are encouraged to make their condition known to the professor early in the semester.

Students with documented disabilities who have registered with the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu.

University Policies

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student. Access

Academic Honesty

"Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me."

Students with Disabilities

"If you have a mental or physical condition that impacts your ability to succeed in the classroom, please register with the Student Life Disabilities Services (SLDS) in Baker Hall 098. Once registered, you can receive services that will level the playing field with your peers. Examples include but not limited to: a peer note-taker or a special recording pen, extended time or distraction-free space for exams, flexible attendance and deadlines. The SLDS will provide a letter listing only the services you need; you have every right to keep your health conditions private from me. Bring that letter with you to discuss the ways I can help you in my course. You are more than welcome to set up an appointment with me to discuss this matter privately. There is no need to come during my office hours when my door is open to other people. However, if you have a readily apparent need for accommodations, let us talk and determine the best course of action, to maximize your success and participation in the course.

Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success. For more information, go to <http://slds.osu.edu/>, call 614-292-3307, or email slds@osu.edu."

Schedule

Module #1

The Ancien Regime

Course readings are bracketed []

Documents are Presented in quotation marks "" followed by © (Carmen) or (T) (Textbook)

Assignments are noted in RED

Wednesday, Aug 21: Class Introduction

Friday, Aug 23: The Old Regime in China [Ch 16; 270-287]

“Chen Hongmou Duties & Qing Sacred Edicts” ©

Wednesday, Aug 28: The Old Regime in Japan [Ch 17; 289-303] ***“Tokugawa Edicts Swords, Ieyasu Four Class, Tokugawa Edicts Christianity, Tokugawa Edicts Foreigners” ©***

Friday, Aug 30: The Old Regime in Korea [Ch 15; 247-263]
“Lady Hyegyeong’s Memoirs” (T 258-259); “Slavery Yuhyongwon & Song Siyol Daughter” ©

Module #2
War of the Worlds

Wednesday, Sep 4: China and the West [265-269, 305-314]

Friday, Sep 6: Japan and the West [333-346]

Wednesday, Sep 11: The Taiping Rebellion & Self Strengthening [318-332]

Friday, Sep 13: Bakumatsu [None]

Wednesday, Sep 18: Meiji Japan [347-363]

Friday, Sep 20: Twilight Samurai [363-379]

Module #3
Imperialism & East Asian Interactions

Wednesday, Sep 25: Imperialism and the First Sino-Japanese War [Ch 22]

Friday, Sep 27: The Collapse of the Qing & Japanese Colonization of Korea. [Ch 23]

Wednesday, Oct 2: WWI: Disappointment & Disillusionment [Ch 24]

Friday, Oct 4: James Person Guest Lecture on Japan’s Korean Colony

Wednesday, Oct 9: The Chinese Civil War (**Document Assignment #1 Due**) [439-448]

Friday, Oct 11: No Class, Fall Break!!!!

Wednesday, Oct 16: Review Day

Friday, Oct 18: **MIDTERM**

Module 4
War and Peace
The Second Sino-Japanese War and the Pacific War

Wednesday, Oct 23: The China War [430-438, 448-452]

Friday, Oct 25: The Pacific War [456-461]

Wednesday, Oct 30: Conclusion of the Chinese Civil War [452-453]

Friday, Nov 1: The Korean War [None]

Module 5
Post War Realities

Wednesday, Nov 6: Post War China [Ch 27]

Friday, Nov 8: Post War Japan (**Document Analysis #2**) [461-471]

Wednesday, Nov 13: Grave of the Fireflies

Friday, Nov 15: Post War Korea [Ch 28]

Wednesday, Nov 20: Contemporary East Asia [Ch 29, 30]

Friday, Nov 22: Field Trip to North Korea/In-Class Discussion (**Grave of the Fireflies Film Review Due**)

Wednesday, Nov 27: No Class, Thanksgiving Break

Friday, Nov 29: No Class, Thanksgiving Break

Wednesday, Dec 4: Field Trip to North Korea/In-Class Discussion

Friday, Dec 6: Review Day

Final Exam: Wednesday, Dec 11 (6:00 p.m. to 7:45 p.m.)

HISTORY 2402
HISTORY OF EAST ASIA IN THE MODERN ERA, 1600 TO PRESENT

Expected Learning Outcomes: Global Studies

1. 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.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

GE Rationale

History 2402 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, ideas, and societies of China, Japan, and Korea since 1600. All three of these countries are outside of the United States. The course itself aims to provide students with a working knowledge of these nations' history, with that knowledge serving as a foundational tool for understanding today's world and East Asia's role within it. The topics focused on in lectures cover every single aspect listed in the ELO, and in detail. Required readings include two autobiographies, one of a Chinese woman and another of a Japanese man, each in radically different social circumstances. Written assignments require students to engage with all of this material and to make compelling historical arguments based on their synthesis of it, as do the discussion forums and the associated prompts for discussion.

History 2402 fulfills Global Studies ELO 2 in its course objectives, readings, topics, written assignments, and discussions both by explicitly considering the role of nations across the globe in the creation of modern East Asia and also by offering an intersectional analysis of race, gender, and class in East Asian societies. From Chinese rebellions sparked by the teachings of Ohio-born missionaries to the literal authorship of the post-war Japanese constitution by Americans, History 2402 constantly asks students to engage with the consequences—both positive and negative—of international contact. Discussions in this course raise hard social questions, highlighting so-called “history problems” that continue to inform international relations between China, Japan, Korea, and the United States. Discussions of racial and ultimately revolutionary hierarchies of power within Qing China, the lingering influence of hereditary classes in modern Korea, and the challenges of Japanese responsibility for atrocities committed during the Second World War are only a few instances of topics that push students to expand their worldview beyond the parochial.

GE Assessment Plan

GE Expected Learning Outcomes	Methods of Assessment	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
ELO 1 Students understand some of the political,	1. DIRECT: Students write examination essays from	1. More than 90% of students who complete these essays	Given that this is a humanities course designed around

<p>economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p>standardized prompts which require rich engagement with multiple aspects of all three East Asian societies</p> <p>2. DIRECT: Students write “book review”-style evaluations of one of the autobiographies used in the course, demonstrating their ability to engage with primary source depictions of non-U.S. historical figures</p>	<p>will succeed in engaging with the histories and cultures of all three East Asian nations in a comparative context while responding to the prompts</p> <p>2. More than 90% of students who complete these book reviews will successfully evaluate the autobiographies as historical sources informed by their larger understanding of their non-American subjects</p>	<p>quality writing and discussion as the measure of educational success, a data-driven approach to student assessment is both counterintuitive and potentially harmful, as it would encourage students to focus on satisfying metrics or checking boxes in a rubric rather than actually engaging with the past.</p> <p>Assessments of student learning outcomes must thus</p>
<p>ELO 2 Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p>1. DIRECT: Students post and comment on a wide selection of discussion topics, ranging from critical analyses of pieces of art that serve as historical sources to expressions of their own historically-informed opinions on world-changing events, such as the atomic bombing of Japan</p>	<p>1. More than 90% of students who respond to the discussion questions will succeed in providing nuanced and informed remarks on a wide variety of social, cultural, and political issues across the span of modern East Asian history</p>	<p>be carried out holistically by the instructor, incorporating both graded performance on assignments and subjective evaluation of the broad quality of the work submitted on papers and put forth in discussions by students.</p>

Appendix: Examples of Methods of Assessment from GE Assessment Plan

HISTORY 2402
HISTORY OF EAST ASIA IN THE MODERN ERA, 1600 TO PRESENT

Historical Study

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.
2. Students describe and analyze the origins and nature of contemporary issues.
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.

GE Rationale

1. History 2402 fulfills the Historical Study Goals and ELO 1 through its integration of course objectives, readings, lecture topics, written assignments, and discussions that are dedicated to comparative and interdisciplinary study of both the separate and overlapping histories of China, Korea, and Japan. It introduces narratives, case studies, and contextualized interpretations of events and phenomena from 1600 to the present. The course combines a focus on state & society with selected empirical cases that reveal the importance of understanding sociological, political, economic, cultural, and military history over four centuries while paying equal attention to the early modern Confucian societies of China, Korea, and Japan as well as their late-modern and contemporary post-Confucian reconstructions.
2. The course fulfills ELO 2 by asking students to engage competing accounts of the Old Orders of China, Korea, and Japan; causes of change producing the modern countries of China, No. and So. Korea, and Japan; and the impacts of domestic change in the context of imperialism, war, gender, ideology, patriotism, state-building, and revolution & reform.
3. The course meets the expectations of ELO 3 by presenting students with a variety of sources, including a textbook, a monograph, memoirs, biographies, fiction, and films as well as published analytical writing. Students discuss critically in class and eventually write exams and essays that ask them to analyze how the different types of primary and secondary sources in this course illustrate the diverse contexts and themes of the course. The course has been organized holistically to include political ideologies, daily politics, economics, culture, international affairs, and national security.

GE Assessment Plan

GE Expected Learning Outcomes	Methods of Assessment	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve

			student learning of GE ELOs?
ELO 1 Students construct an integrated perspective on history and the factors that shape human activity.	<p>1. DIRECT: Students write midterm and final examinations with map exercises, short ID's, and essays from standardized prompts. All three require extensive engagement with multiple aspects of all three East Asian societies.</p> <p>2. DIRECT: Students write reaction papers in response to a course monograph that requires them to respond both on a personal level by selecting a theme and also by demonstrating their ability to apply information gained from lecture and textbook to a third source.</p>	<p>1. By responding to both oral and written prompts, students will intellectually engage the histories and cultures of all three East Asian nations in a comparative context</p> <p>2. In reading the monograph and then reflecting on its meaning within the context of the course, students will display their abilities to think across sources; to synthesize the broader implications of lectures, textbooks, etc.; and then to apply them to a particular situation/problem.</p>	<p>This is a humanities course designed around quality writing and discussion as the measure of educational success. Thus, a data-driven approach to student assessment would be unproductive, as it might encourage students to focus on satisfying metrics or checking boxes rather than actually engaging with the past.</p> <p>Assessments of student learning outcomes must thus be carried out holistically by the instructor, incorporating graded attendance, participation, and performance on assignments.</p>
ELO 2 Students describe and analyze the origins and nature of contemporary issues.	<p>1. DIRECT: Both in writing and afterwards in "live" online discussions, on exams, and in the reaction paper, students comment on a wide selection of weekly assigned discussion topics that build incrementally from the lectures, textbook, and other readings to form the backdrop, both positive and negative,</p>	<p>In replying to assigned discussion questions, exams, and on the reaction paper, students regularly reveal links they perceive between historical "stage-setting" and the nature of contemporary issues.</p>	

	to contemporary issues.		
ELO 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.	Most of the grade in this course is based on how well students communicate in writing what they have learned about primary & secondary sources. All essay-type written work is graded according to three major criteria: 1. Response to a prompt as written; 2. Use of evidence drawn from the books, lectures, and other sources; 3. Insight into the issue at hand.	Because history is an empirical subject, dependent on reading primary and secondary sources, and then discussing & writing about them, the most successful students will master factual information drawn from lectures, readings, discussions, etc., but will also be able to use it in creative but disciplined analytical and comparative ways.	Assessments of student learning outcomes will be carried out holistically by the instructor, and include graded attendance, participation, and performance on assignments.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 2402

Instructor: Ryan Schultz

Summary: History of East Asia in the 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"> • Carmen • Office 365 • Podcasts • YouTube
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • CarmenWiki • Carmen Message Boards • Zoom
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!

^aThe 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; slds.osu.edu.

^bAdd 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>

^cAdd 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.