

Term Information

Effective Term Spring 2023
Previous Value Spring 2020

Course Change Information

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

DL Approval

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

The faculty would like to teach this course online

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 4410
Course Title Seminar in Chinese History
Transcript Abbreviation Sem Chinese Hist
Course Description Advanced research and readings on selected topics in Chinese History.
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 No, Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, a grade of C or above in History 2800, and any 3000-level History course; or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0106
Subsidy Level	Baccalaureate Course
Intended Rank	Junior, Senior

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will participate in a more intensive study, and will gain a better understanding, of Chinese history.
Content Topic List	<ul style="list-style-type: none">• Topics will vary and will focus on issues in the study of Chinese History
Sought Concurrence	No

Attachments

- 4410 DL Syllabus Reed 2023 (final 6-22-22).docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- History 4410 - asc-DL-cover-sheet.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- History 4410 (Reed) In-Person Syllabus.docx: In-Person Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- 4410 DL Syllabus Reed 2023 revised 9.27.2022.docx: REVISED Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded the revised syllabus *(by Getson, Jennifer L. on 09/27/2022 12:55 PM)*
- Please see Panel feedback e-mail sent 09/13/22. *(by Cody, Emily Kathryn on 09/13/2022 07:29 PM)*
- Please upload the in-person syllabus for this course. *(by Vankeerbergen, Bernadette Chantal on 07/20/2022 09:00 AM)*

COURSE CHANGE REQUEST
4410 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
09/27/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	06/23/2022 01:30 PM	Submitted for Approval
Approved	Soland,Birgitte	06/23/2022 09:27 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/20/2022 09:00 AM	College Approval
Submitted	Getson,Jennifer L.	07/20/2022 09:34 AM	Submitted for Approval
Approved	Soland,Birgitte	07/20/2022 10:55 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/12/2022 04:22 PM	College Approval
Revision Requested	Cody,Emily Kathryn	09/13/2022 07:29 PM	ASCCAO Approval
Submitted	Getson,Jennifer L.	09/27/2022 12:56 PM	Submitted for Approval
Approved	Soland,Birgitte	09/27/2022 01:46 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/27/2022 01:58 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/27/2022 01:58 PM	ASCCAO Approval



SYLLABUS

HIS/4410

Research/Readings in Chinese History: The 2nd Sino-Japanese War (2S JW), 1937-1945

Spring 2023 (full term)

3 credit hours

Distance Learning via Zoom WF 2:20-3:40 (synchronous)

COURSE OVERVIEW

Instructor

Instructor: Dr. Christopher A. Reed

Email address: (preferred contact method) reed.434@osu.edu

Phone number: 614-292-0853

Office hours: Online, TR 4-5

Prerequisites

Prereq or concur: English 1110.xx, a grade of C or above in History 2800, and any 3000-level History course; or permission of instructor.

Course description

In July 1937, soldiers of the Imperial Japanese Army were involved in what initially seemed to be a minor military skirmish with Republican (not Communist) Chinese soldiers at the Marco Polo Bridge (Lugouqiao) near Beijing. Since the 19th century, Japanese and other foreign troops had frequently used such events to provide their political leaders at home with excuses to send military reinforcements to China. This time, however, what the Japanese at the time called “The China Incident (*Shina jihen**)” grew into a protracted eight-year continental war. Meanwhile, the Japanese goals of establishing an anti-Communist, anti-imperialist alliance against Russia & the Western imperialists, particularly Britain and America; creating an East Asian “civilization” (so-called “New Order” announced by P.M. Prince Konoe Fumimaro in Nov 1938); a reformed economy (“Yen Bloc”); and a stable new Chinese government that was friendly to Japan all grew ever-more elusive. In their desperation to end the war by imposing a full embargo on

* Now more commonly called “Japan-China War (*NiChū sensō*)” or “Fifteen-Year War” (*Jūgonen sensō*) in Japan; and “Anti-Japanese War of Resistance (*KangRi zhanzheng*) in China.

Chiang Kai-shek's alleged pro-Communist wartime government holed up in Chongqing (pronounced "Chōng-cheeng"), the Japanese eventually attacked and invaded British-controlled Hong Kong, US-colonized Philippines, all of Southeast Asia from French Indochina across Thailand to British Malaya, Singapore, and Burma; the Dutch East Indies; Australia-administered New Guinea; and they even assaulted Darwin, Australia. They also attacked the American-controlled, pre-statehood territory of Hawaii. In the process, the Japanese added to the China Incident what they call the Pacific War (1941-45) and what the West calls World War II. Behind it all, the 2nd Sino-Japanese War (2SJW, 1937-45) churned on unceasingly and remained the justification for all of the Empire of Japan's post-1940 "sideshows."

This course, taught by a modern China history specialist, will examine this 2nd Sino-Japanese War from Chinese and Japanese political, economic, military, and civilian perspectives. Like all 4000-level Readings/Research Seminars, the course will emphasize readings, discussion, sources, and student-initiated writing projects rather than lectures. Throughout the course, we will also use the case study of the 2SJW to better understand the broader historical field of modern East Asian, particularly Chinese and Japanese, history.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Demonstrate knowledge of the core concepts, chronology, personalities, and basic issues guiding historians' understanding of the 2nd Sino-Japanese War (2SJW) from 1937 to 1945
- Perform the role of academic historian by identifying, researching, and evaluating an interesting and significant historical problem related to the general topic and period of the course
- Complete a research paper on a topic identified by the student based on shared readings and assignments that is based on secondary and/or primary sources located by the student.
- Think critically about the 2SJW, its historiography, and its implications for modern East Asian, particularly Chinese and Japanese, history.
- Provide a general narrative of the 2SJW from 1937 to 1945, a war that is little known or taught in the United States today.
- Anticipate the collapse of the Nationalist Party's one-party Republic of China, the flight of the Nationalists to Taiwan, and the establishment of the Chinese Communist Party's People's Republic of China, all in 1949 and all related in one way or another to the 2SJW.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online via synchronous online delivery via Zoom with Zoom invitations posted in advance to Carmen "Announcements." We will meet for two weekly zoom sessions during our scheduled class meeting times.

Pace of online activities: This course is divided into **weekly modules**. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: You are expected to complete all readings and assignments on time. Active, thoughtful, and respectful participation in class discussions and activities is required. Because this is an online course, your attendance is based on your online activity and participation. If you have an emergency or crisis that prevents you from completing work on time, please contact me as soon as possible so we can make a plan together to get you back on track.

The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK (MINIMUM)** You are expected to log in to the course in Carmen for every scheduled class period. (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*. Your attendance and participation grades depend on your logging in twice a week, completing all assigned work satisfactorily and on time, and demonstrating engagement with the course materials and themes through both written and online discussion.
- **Office hours and live sessions: REQUIRED AND OPTIONAL**
All live, scheduled class meetings are required. Office hours are optional.
- **Participating in class discussion: 2 TIMES PER WEEK**
As part of your participation, in most weeks, you can expect to participate at least twice as part of our substantive Student-Led Discussions (SLD's) on the day's topics. Twice in the semester, each student will also prepare Discussion Questions on the reading in advance of class and then distribute those DQ a minimum of 5 hours prior to class. The SLD developer will then lead the class in discussion of his/her SLD.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required (listed in the order we will read them)

- *Red Sorghum, A Novel of China* (transl. 1988), by Nobel Prize-winner MO YAN (GUAN Moye) (**print, secondary source**)

- *Konoe Fumimaro and the Failure of Peace in Japan, 1937-1941* (2006), by Kazuo YAGAMI (**print, secondary source**)
- *The Pacific War; World War II and the Japanese, 1931-1945* (transl. 1978), by Saburo IENAGA (**print, secondary source**)
- *Japan's Imperial Army; Its Rise & Fall, 1853-1945* (2009), by Edw. J. Drea (**print, secondary source**)
- *Forgotten Ally, China's World War II, 1937-1945* (2013), by Rana Mitter (**print, secondary source**)
- *The Generalissimo; Chiang Kai-shek and the Struggle for Modern China* (2009), by Jay Taylor (**print, secondary source**)

Recommended/optional

- In addition, several articles will be distributed or posted to Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance	15
Participation, incl. leading two Student-Led Discussions (SLD's), daily participation in other students' SLD's	25
Syllabus Quiz	5
At-Home Map Assignment	5
Plagiarism Module and Quiz	5

Prospectus/proposal	5
Reaction Paper on self-selected book	10
1 st Oral Presentation of final project	5
2 nd Oral Presentation of final project	5
Final Course Paper	20
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Attendance

Description: Attendance is worth 15 points. Daily attendance is counted as 1, non-attendance as 0. One no-fault, no-questions-asked absence is automatically forgiven. If you use one on a quiz day or a Student-Led Discussion day, you will lose the point for those assignments. Any combination of two tardy arrivals (5 minutes or more after class begins), early departures (leaving early 5 minutes or more), or any combination thereof will equal one absence. At the end of the semester, your attendance points will be totaled and converted to a percentage out of 15.

Participation

Description: Includes initiating two Student-Led Discussions (SLD's) by signing up for assigned readings, distributing via email no later than 9 am on the day of class a well-written precis (400-word summary that communicates main argument, key concepts & terms, and some texture of the reading; refer to History 2800 curriculum) of it with at least 7 related discussion questions (DQ), reading your precis out in class, and then moderating the resulting seminar discussion; and also daily participation in other students' seminar and presentation sessions, including peer review of the near-final draft

Academic integrity and collaboration: Although you are welcome to work with other students in preparing responses to the DQ, all responses must be your own work in your own words. Do not copy other people's work, even course/textbooks, without giving them credit. Err on the side of caution. Developing these habits of mind now will make things easier when it comes time to write your research paper.

Syllabus Quiz

Description: Mastering the syllabus in a course like this with so many moving parts is essential. In addition to reviewing the syllabus with the class in the first week, you are expected to reread it at home

and to raise any questions in advance of the in-class Syllabus Quiz. The Syllabus Quiz will involve an assortment of multiple choice, true/false, fill in the blank, etc. questions. Correct answers will be revealed afterward.

Academic integrity and collaboration: This is an open-book but timed quiz, which means that you will need to have read the syllabus in advance to quickly identify chief sites of information and to be clear on key concepts. You may not talk to your classmates or receive outside help from another person during the quiz period. Talking to your classmates or receiving outside help during the exam period is cheating and a violation of the Academic Integrity policy. You may contact me directly during the quiz period with any questions.

At-Home Map Assignment

Description: On the Carmen-posted blank map of East Asia, students locate places, including regions, cities, regions, and bodies of water significant to the 2SJW. Students may consult the numerous maps in the coursebooks for reference along with any other sources of information that are useful.

Academic integrity and collaboration: Students are welcome to work with other students, but all maps submitted must be your own work. You may contact me directly during the assignment period with any questions.

Plagiarism Module and Quizzes

Description: After reading the accompanying manual on the Carmen module, students complete the quiz with a perfect score. Each student will initially be given 3 tries to complete the quiz with a perfect score. If, after 3 tries, you have not achieved a perfect score, you must email the instructor and ask us to reopen the module for you. The process will continue until you achieve a perfect score.

Academic integrity and collaboration: This requirement involves an open-book but untimed quiz. You will need to read the accompanying module in advance. You may not talk to your classmates or receive outside help from another person while you take the quiz. Talking to your classmates or receiving outside help during the exam period is cheating and a violation of the Academic Integrity policy. You may contact me directly outside the quiz period with any questions.

Prospectus/Proposal

Description: The prospectus should be written as a conventional short essay, with an argument, revealing your thinking and hypothesis about a historical issue that you define and develop in a discursive way, transitions between paragraphs that build upon each other, and Introduction and Conclusion. One purpose of this assignment—our second writing assignment—is to allow me to troubleshoot student writing in the conventional essay format—the sort of format that you’ll need to present in your final project, in which you will develop an argument over several paragraphs. Complete sentences are expected for this assignment.

Academic integrity and collaboration: Although you are welcome to work with other students, all prospectuses submitted must be your own work in your own words and contain citations. Do not copy other people’s work, even course/textbooks, without giving them credit via citations. Err on the side of caution. I must be able to find the borrowed term, phrase, sentence, or passage to which you are

referring. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, has been activated for this exam and will evaluate your paper when you turn it in. All university rules regarding plagiarism are in effect. For further information about plagiarism, see the plagiarism module.

Reaction Paper

Description: The prospectus should be written as a conventional short essay, with an argument, revealing your thinking and hypothesis about a historical issue that you define and develop in a discursive way, transitions between paragraphs that build upon each other, and Introduction and Conclusion. One purpose of this assignment—our second writing assignment—is to allow me to troubleshoot student writing in the conventional essay format—the sort of format that you’ll need to present in your final project, in which you will develop an argument over several paragraphs. Complete sentences are expected for this assignment.

Academic integrity and collaboration: Although you are welcome to work with other students, all prospectuses submitted must be your own work in your own words and contain citations. Do not copy other people’s work, even course/textbooks, without giving them credit via citations. Err on the side of caution. I must be able to find the borrowed term, phrase, sentence, or passage to which you are referring. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, has been activated for this exam and will evaluate your paper when you turn it in. All university rules regarding plagiarism are in effect. For further information about plagiarism, see the plagiarism module.

1st Oral Presentation

Description: Each presentation should be limited to 5 minutes. The presentation will be followed by Q & A for perhaps another 3-5 minutes in which the audience is expected to be actively involved. Start your presentation by telling us your (tentative) project title, what issue/problem you’re working on and why. What’s important & interesting about it to you? Next, tell us your (hypo)thesis about the issue (what do you want to show and how will you do that?). What scholars agree with you and why? Finally, give us a quick overview of your sources.

Academic integrity and collaboration: Although you are welcome to work with other students, all prospectuses submitted must be your own work in your own words and contain citations. Do not copy other people’s work, even course/textbooks, without giving them credit via citations. Err on the side of caution. I must be able to find the borrowed term, phrase, sentence, or passage to which you are referring. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, has been activated for this exam and will evaluate your paper when you turn it in. All university rules regarding plagiarism are in effect. For further information about plagiarism, see the plagiarism module.

2nd Oral Presentation

Description: Your total time allotment for the presentation is 15 minutes. Since you should leave time for suggestions, comments, and questions from the floor, limiting yourself to no more than 10 minutes is suitable for the presentation. This 2nd oral presentation should start with your title & then move to a brief statement of the topic’s significance, followed by your thesis statement (which should be

anticipated by your title) and then a review of your sources (a minimum of 5 published books apart from those we've read together but other sources are also possible). It should culminate in your conclusion.

Academic integrity and collaboration: Although you are welcome to work with other students, all prospectuses submitted must be your own work in your own words and contain citations. Do not copy other people's work, even course/textbooks, without giving them credit via citations. Err on the side of caution. I must be able to find the borrowed term, phrase, sentence, or passage to which you are referring. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, has been activated for this exam and will evaluate your paper when you turn it in. All university rules regarding plagiarism are in effect. For further information about plagiarism, see the plagiarism module.

Final Course Paper

Description: The primary goal of this course is the writing of a research paper on a topic identified by the student that fits into the general topic of this course and is based on secondary and/or primary sources located by the student. Whichever option students select, they will have presented their work to the class twice orally before finally submitting a semester-end, polished, final draft in lieu of a final examination.

Academic integrity and collaboration: Although you are welcome to work with other students, all prospectuses submitted must be your own work in your own words and contain citations. Do not copy other people's work, even course/textbooks, without giving them credit via citations. Err on the side of caution. I must be able to find the borrowed term, phrase, sentence, or passage to which you are referring. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, has been activated for this exam and will evaluate your paper when you turn it in. All university rules regarding plagiarism are in effect. For further information about plagiarism, see the plagiarism module.

Late assignments

Please refer to Carmen for due dates. Written work/assignments must be submitted on time. A written assignment submitted after the Carmen submission deadline for it passes is automatically stamped late (by one day). There will be no make-up syllabus quiz. Please do not request special treatment unless you have verifiable proof attesting to extraordinary medical or legal circumstances; the university expects faculty to treat all students equally.

Full class participation, including daily attendance, seminar participation, and meeting deadlines is especially important in History 4410, which is student-centered and student-driven. Because the class depends on your presence and participation to run effectively (eg, an absent seminar leader costs the entire group one day's class), no late assignments or absences from assignments will be accepted without the prior agreement of the instructor and submission of a valid doctor's note.

Grading scale

: 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

Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** I will grade regular assignments within an average of 7 days. Larger assignments usually require extra time to give you the detailed feedback you deserve.
- **Email:** I will reply to emails within **1-2 business days during the semester.**

OTHER COURSE POLICIES

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. A more conversational tone 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 course books 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.

Our interactions in this class will occur through Zoom video conferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it(link is external) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting [virtual background](#)(link is external). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

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.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Quizzes: You must complete all quizzes yourself without consulting other people.

Map Assignment, Student-Led Discussion questions: You may work with others but your submissions must be your own work.

Plagiarism Quiz: You must complete this quiz on your own after reading the accompanying manual.

Prospectus, Reaction Paper, Final Research Essay: You may work with others but your submissions must be your own original work. If you use someone else's words or ideas, cite them. I will use TurnItIn to check your submissions for plagiarism. If you take wording from online or other sources without properly quoting and citing them, the software will catch you. You are encouraged to ask a trusted person to proofread your exams before you turn them in—but they should not revise or rewrite your work.

Reusing Past Work: In general, you are prohibited in university courses from turning in work from a past course to a current course, even if you modify it.

Collaboration and Informal Peer Review: The course includes opportunities for collaboration with your classmates. While study groups and peer review of major written projects is encouraged, remember that comparing answers on a quiz is not permitted. If you're unsure about a specific situation, please feel free to ask me ahead of time.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available

at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1- 800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/11, 1/13	W: Course intro; review syllabus; introduce Carmen site

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>F: Circulate a sample <i>précis</i> and discussion questions (DQ) by 9 am and lead seminar discussion of Lary, “Intro: The Context of War”; professor and student self-intros; students choose reading assignments for Student-Led Discussions (SLDs), which start in Wk 2; plagiarism module and quiz activated</p> <p>Reading: Fiksdal, <i>A Guide to Teaching Effective Seminars</i>, pp. 1-5, 15-19; Lary, “Intro: The Context of War”; start reading <i>Red Sorghum</i></p>
2	1/18, 1/20	<p>Reading: Gruhl, <i>Imperial Japan’s WW2, 1931-1945</i>, ch. 4, 6; Yagami, <i>Konoe Fumimaro & the Failure of Peace in Japan, 1937-1941</i>, Intro, ch. 1-4; continue reading <i>Red Sorghum</i></p> <p>W: SLD 1: Gruhl, ch. 4, 6; SLD 2: Yagami, Intro, ch. 1-2; in-class, online timed quiz on syllabus</p> <p>F: SLD 3: Yagami, ch. 3-4; SLD 4: <i>Red Sorghum</i>, ch. 1-2</p>
3	1/25, 1/27	<p>Reading: <i>Red Sorghum</i>, ch. 3, 4, 5; view “Red Sorghum History” at home on YouTube prior to F class</p> <p>W: SLD 5, <i>Red Sorghum</i>, ch. 3, 4, 5; introduction to bibliographies, journals, etc.</p> <p>F: Watch selections from Zhang Yimou film, <i>Red Sorghum</i> (1987) and discuss; Groups 1, 2, 3, 4, and 5 (if necessary) sign up for 1st Oral Presentations of self-selected book and research project</p>
4	2/1, 2/3	<p>Reading: Ienaga, <i>The Pacific War: WWII and the Japanese, 1931-1945</i>, (Translator’s) Note, Preface, Ch. 1, 3</p> <p>W: Finish viewing film <i>Red Sorghum</i>; plagiarism quiz must be completed by today; instruction sheet for written prospectus/proposal to be posted to Carmen</p> <p>F: SLD 6, Ienaga, (Translator’s) Note, Preface, Ch. 1, 3</p>
5	2/8, 2/10	<p>Reading: Ienaga, ch. 4, 5; Drea, <i>Japan’s Imperial Army: Its Rise & Fall, 1853-1945</i>, skim ch. 1-4, read 5-8</p> <p>W: SLD 7: Ienaga, ch. 4, 5; Group 1, 1st Oral Presentations (each presenter must bring his/her book to class); written Prospectus due online 2 days later</p> <p>F: SLD 8: Drea, ch. 5-8; Group 2, 1st Oral Presentations (each presenter must bring his/her book to class); written Prospectus due online 2 days later</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
6	2/15, 2/17	<p>Reading: Drea, ch. 9-12; Mitter, <i>Forgotten Ally, China's WWII, 1937-45</i>, Prologue, ch. 1-4</p> <p>W: SLD 9: Drea, ch. 9-12; Group 3, 1st Oral Presentations (each presenter must bring his/her book to class); written Prospectus due online 2 days later</p> <p>F: SLD 10: Mitter, Prologue, ch. 1-4; Group 4, 1st Oral Presentations (each presenter must bring his/her book to class); written Prospectus due online 2 days later</p>
7	2/22, 2/24	<p>Reading: Mitter, Prologue, ch. 5-12</p> <p>W: SLD 11: Mitter, Prologue, ch. 5-8; Group 5, 1st Oral Presentations (each presenter must bring his/her book to class); written Prospectus due online 2 days later</p> <p>F: SLD 12: Mitter, ch. 9-12</p>
8	3/1, 3/3	<p>Reading: Mitter, ch. 13, 14; Th. White, "The Honan [Henan] Famine," (1946)</p> <p>W: SLD 13: Mitter, ch. 13, 14; Th. White, "The Honan Famine" (1946)</p> <p>F: Reaction papers on your book are due on Carmen by 9 am; in class, watch selections from Feng Xiaogang film "Back to 1942" (2012), based on Liu Zhenyun's novel of similar name</p>
9	3/8, 3/10	<p>Reading: Mitter, ch. 15-19 & Epilogue; Taylor, <i>The Generalissimo: Chiang Kai-shek and the Struggle for Modern China</i>, Prologue, ch. 1, 2</p> <p>W: SLD 14: Mitter, ch. 15-19 & Epilogue</p> <p>F: SLD 15: Taylor, Prologue, ch. 1, 2</p>
10	3/22, 3/24	<p>Reading: Taylor, ch. 3-6</p> <p>W: SLD 16: Taylor ch. 3, 4</p> <p>F: SLD 17: Taylor ch. 5, 6; students sign up for Group A, B, C, or D for 2nd Oral Presentations</p>
11	3/29, 3/31	<p>Reading: Taylor, ch. 7-10</p> <p>W: SLD 18: Taylor 7, 8</p> <p>F: SLD 19: Taylor 9, 10</p>
12	4/5, 4/7	<p>From this point forward, there is no shared reading: instead, class meetings will be required or optional depending on the number of</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>students writing final projects; all students must attend all sections, regardless of which group they join.</p> <p>W: Group A, 2nd Oral Presentations on first draft of final project (which is assigned a peer respondent in addition to being reviewed by the professor)</p> <p>F: Group B, 2nd Oral Presentations on first draft of final project (which is assigned a peer respondent in addition to being reviewed by the professor)</p>
13	4/12, 4/14	<p>W: Group C, 2nd Oral Presentations on first draft of final project (which is assigned a peer respondent in addition to being reviewed by the professor)</p> <p>F: Group D, 2nd Oral Presentations on first draft of final project (which is assigned a peer respondent in addition to being reviewed by the professor)</p>
14	4/19, 4/21	<p>W: no class, complete your final papers, including copyediting and visiting the Writing Center, if necessary</p> <p>F: no class, complete your final papers, including copyediting and visiting the Writing Center, if necessary</p> <p>Final papers are due during the Exam Week from 4/26/23 to 5/2/23</p>

The Ohio State University

Syllabus

History 4410
Readings/Research in Chinese History
Call No. 33758

Topic for Fall 2020:
“The (Second) Sino-Japanese War, 1937-45”

Prof. Christopher A. Reed

WF 2:20 to 3:40 pm
Synchronous Online via Zoom

Office Hrs.: Tues. & Thurs. 4-5 pm and by appointment
Office: Synchronous Online via Zoom with Waiting Room
Contact via email or phone: 614-292-0853

Final Papers are due Thursday, Dec 10 by 12 pm
via Carmen TurnItIn (.doc or .docx formats only)
Graduating seniors might have an earlier deadline
that will be announced separately.

Registration Policy: All students must be officially enrolled in the course by the end of the second week of the semester (Friday, Sept 4, 2020). 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.

Technology Requirements for this Course: Due to the Covid-19 Pandemic, all facets of this course will occur online via Zoom on TR 2:22-3:40 throughout the semester. Further, all students must have active OSU email accounts for the purposes of class emailings through Carmen & the university email system. If your account is not activated, please activate it today. If you habitually use a different email system, be sure to set preferences to have your OSU email forwarded to it. **You must be able to send & receive email via the OSU system starting on Day 1.** If you are registered for the course and believe that you are **not receiving** the course emails, contact the professor immediately.

Everyone should familiarize themselves with the class’s **Carmen website** at: <http://carmen.osu.edu>. The course syllabus and other materials will be posted there. Anyone who has trouble gaining access to this site should first consult the instructions at <https://resourcecenter.odee.osu.edu/carmencanvas>. If you still have difficulty, call 688-HELP, OR send email to 8help@osu.edu, AND email the professor.
Familiarize yourself with both Carmen & Zoom before classes begin.

For help with your password, university email, 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 24/7.

- 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

- CarmenZoom text, audio, and video chat

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 8+) 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>.

Course Description: In July 1937, soldiers of the Imperial Japanese Army were involved in what initially seemed to be a minor military skirmish with Republican Chinese soldiers at the Marco Polo Bridge near Beijing. Since the 19th century, Japanese and other foreign troops had frequently used such events to provide their political leaders at home with excuses to send reinforcements to China. This time, however, what the Japanese still call “The China Incident” grew into a protracted eight-year continental war in which the Japanese goals of establishing an anti-Communist East Asian order, creating “civilization,” a reformed economy, and a stable new Chinese government that was friendly to Japan became ever-more elusive. In their desperation to end the war by imposing a full embargo on Chiang Kai-shek’s alleged pro-Communist wartime government holed up in Chongqing, the Japanese eventually attacked and invaded the US-controlled Philippines, British-controlled Hong Kong, all of Southeast Asia from French Indochina across Thailand to British Malaya, Singapore, and Burma; the Dutch East Indies; New Guinea; and they even assaulted Australia. They also attacked the American-controlled, pre-statehood territory of Hawaii. In the process, the Japanese added to the China Incident what they call the Pacific War (1941-45) and what the West calls World War II; behind it all, the Sino-Japanese War (1937-45) churned on unceasingly and remained the justification for all of Japan’s repeated “sideshowes.”

This course, taught by a modern Chinese history specialist, will examine this 2nd Sino-Japanese War (2SJW hereafter) from Chinese and Japanese political, economic, military, and civilian perspectives. Like all 4000-level Readings/Research Seminars, the course will emphasize readings, discussion, sources, and student-initiated writing projects rather than lectures. Throughout, we will use the case study of the 2SJW to better understand the broader historical field of modern East Asian, particularly Chinese and Japanese, history.

This course is designed for junior- or senior-level History majors, especially those who have already taken History 2800. It fulfills a 4000-level seminar requirement for History majors. It can also count

toward the History minor. Non-History majors/minors are, of course, welcome to take the course. There are no fixed prerequisites for this course nor for success in it. Theoretically, almost any humanities or social science course you've taken will help you succeed in this course.

Course Objectives: History 4410 provides students, particularly History majors, an opportunity to start performing the role of academic historian by identifying, researching, & evaluating an interesting and significant historical problem. Participants will jointly read and discuss both secondary- and primary-source works relating to the general topic of the course while choosing a particular subject for sustained individual inquiry and analysis. The principal assignment is the completion of a systematically investigated, well-documented, and analytically argued research paper that draws on secondary and/or primary works for dealing with some historically significant aspect of the subject that also interests the student. Alternatively, students may write a historiography paper if they prefer. Whichever option students select, they will present their work to the class twice orally before finally submitting a semester-end, polished, final draft in lieu of a final examination.

The general topic of this course is the Sino-Japanese War from 1937 to 1945, a conflict between the two countries little known in the United States that resulted in the occupation and devastation of China; countless military atrocities and 35m+ (both China & Japan) deaths at the hands of organized armies, partisans, insurgents, and revolutionaries; uprooting, flight, and migration of millions; puppet governments; ethnic fragmentation and self-discovery; a war of attrition and military stalemate; and ultimate Chinese victory at a very high cost to the Chinese and other governments and peoples (including Koreans, Japanese, etc.). The war also contributed to the collapse of the Nationalist Party's Republic of China and the establishment of the People's Republic of China in 1949.

The primary goal of History 4400 is the writing of a research (or historiography, if you prefer) paper based on secondary and/or primary sources. A research paper is likely to be more useful for almost any graduate program to which you might wish to apply, during the course or after it. Either way, by the end of the course, if you have mastered the curriculum, you will have developed the ability to think critically about the Sino-Japanese War, its historiography, and the implications of both for modern East Asian, particularly Chinese and Japanese, history. Further, you will have acquired a basic understanding of the chronology and major issues of the war as defined by historians, all of which will help you conceptualize, research, and write your own final paper.

The course focuses on historiography (models and explanations of history), analysis, methodology (means of acquiring evidence and stages of organizing it), and interpretation. It is organized:

1. through the books, films, handouts, and discussions ("seminars") to convey factual knowledge and interpretive understanding of China's and Japan's historical experiences during the Sino-Japanese War;
2. through the classes to reinforce study skills for organizing, understanding, and analyzing the information, problems, and interpretations about Chinese & Japanese history gained from the books, discussions, etc.;
3. through the readings, discussions (seminars), and writing assignments (biography assignment, response paper to a book chosen by the student, prospectus/proposal, and partial & final papers) to provide students with opportunities to develop methodological, critical, and comparative analytical thinking along with communications skills (oral and written).

Final papers relating to the Sino-Japanese War and that deal with one of the following general subjects for the period 1937 to 1945 are acceptable: aspects of Japan's invasion of China (including Japan's anti-Russian/anti-Soviet strategy); Japan's attacks on various regions of China such as North China, Jiangnan (Eastern China), or South China; Japan's occupation of China; Japan's puppet governments (such as

Manchukuo/Manzhouguo or Wang Jingwei's Reorganized Republic of China Government at Nanjing); Japanese and Chinese leadership (whether by individuals or groups) during the war; positional and/or guerilla warfare; issues of Chinese national and/or military sovereignty; Japan's manipulation of ethnic conflict in China; Japan's propaganda contest with the Nationalist Party and/or the Communist Party and/or Chinese counter-propaganda; war crimes and atrocities; particular historical events; the international and/or local legal context relating to military treatment of POWs and civilians; terror and counter-terror as instruments of Japan's military invasion and of Chinese resistance; post-war war crimes trials. This list, which focuses on the Sino-Japanese War, is meant to be suggestive rather than exclusive.

Other topics proposed by students are welcome but will need the approval of the professor. Students may NOT work on topics related to the Pacific War or World War II in general.

Learning Outcomes: History courses develop students' knowledge of the past for its own sake as well as for an awareness of how past events influence today's societies. In accomplishing these goals, history courses help students understand how human beings view themselves.

By fulfilling the requirements for this history course (completing the reading assignments, actively participating in the discussions on a daily basis, and completing the written and oral assignments), students will:

1. Acquire a perspective on history and an understanding of the range of factors that shape human activity. This knowledge will furnish students with insights into the origins and nature of contemporary issues and provide a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Develop communications skills in papers and discussions.
5. Develop an understanding of the historical relationship between modern China and modern Japan.
6. The written assignments will aid students in improving their research, analytical, and writing skills, and encourage informed, independent, and critical thinking.

Required Books (available at Barnes & Noble on High St., listed in the order we'll read them); books 1, 3, 4, 6 will be read selectively:

1. *Red Sorghum, A Novel of China* (transl. 1988), by Nobel Prize-winner MO YAN (GUAN Moye) (print)
2. [Japanese Prime Minister] *Konoe Fumimaro and the Failure of Peace in Japan, 1937-1941* (2006), by Kazuo YAGAMI (print)
3. *The Pacific War; World War II and the Japanese, 1931-1945* (transl. 1978), by Saburo IENAGA (print)
4. *Japan's Imperial Army; Its Rise & Fall, 1853-1945* (2009), by Edw. J. Drea (print)
5. *Forgotten Ally, China's World War II, 1937-1945* (2013), by Rana Mitter (print)
6. *The Generalissimo; Chiang Kai-shek and the Struggle for Modern China* (2009), by Jay Taylor (print)

In addition, several articles will be distributed or posted to Carmen.

Due to the pandemic, Thompson Library will not be offering Closed Reserves of course books.

Bring all books and/or articles discussed on a particular day to class.

Do not use cell phones for note-taking or reading/consulting assigned texts. If you use a digital version of the books (which I do not recommend), please download them to your computer or iPad,

not to your phone. In the past, students who have tried to substitute a cell phone for computer or iPad have generally not done well and they have delayed class discussions as they scroll-search for a relevant passage or term.

Course Requirements

NOTE: Because history is an empirical subject, the most successful students will master factual information drawn from readings, seminar discussions, research, etc., but will also be able to use it in creative/imaginative but disciplined analytical and comparative ways.

Students may find they will benefit from contacting the **OSU Writing Center** earlier rather than later in the semester when meeting times tend to become oversubscribed: <http://cstw.osu.edu>

Final Grades will be based on the following formula:

1. Attendance (after the first day, one absence is permitted without penalty); **After the first week of class, two late (by 5 minutes or more) arrivals, or early departures (by 5 minutes or more), or any combination thereof, will be counted as one absence:** 15%
2. Participation (including initiating at least one student-led discussion [SLD, or “seminar”] by signing up for an assigned reading, distributing via email no later than 9 am on the day of class a well-written precis [300-word summary; refer to History 2800 curriculum] of it with at least 5 related discussion questions (DQ), reading it out in class, and then moderating the resulting seminar discussion; and also daily participation in other students’ seminar and presentation sessions): 20%
3. In-class quiz on syllabus: 5%
4. Take-home map exercise: 5%
5. Plagiarism module & quiz with perfect score completed by 9 am on Sept 9: 5%
6. Biography exercise (20-25 names total; each student chooses one or two (TBD, depending on enrollment) to write up in about 300 words, to be shared with classmates to form a class “biographical dictionary”): 5%
7. Prospectus/proposal outlining final project (2 pp/600-word max): 5%
8. Response paper on your self-chosen book (2-3 pp/600 to 900-word maximum): 10%
9. 1st and 2nd oral presentations of final project: 5% + 5%
10. Final course paper (15 pp/4500-word max): 20%

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

The professor reserves the right to consider improvement and/or to curve class grades when determining final grades.

Note: 50% of the final grade (total of items 6, 7, 8, 9 above) comes from each student’s individual initiative, creativity, effort, choices, ingenuity, and research & writing ability. Most (60%) of your grade in this course will be based on how well you communicate in writing what you have learned. Further, most of your grade will also 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 (**Evidence**); and 3) the quality

of the organization & writing and the way they combine to offer **Insight** into the issue at hand. **In short, PEI.**

Student Responsibilities: The course assumes some general familiarity with college-level History. It does not have to be Chinese or Japanese history. Students who have not taken a course on Chinese or Japanese history are encouraged to read Conrad Schirokauer, *A Brief History of Chinese and Japanese Civilization*, chapter 22 (“Nationalist China, Militarist Japan, and the Second World War”) on their own (there are multiple copies in the library).

Unless instructed otherwise, all written assignments must be typed or computer-printed, double-spaced, and have one-inch (1”) margins. Please make sure the printout is legible and sufficiently dark; do not use bold. Use only 10- or 12-point standard fonts such as Times New Roman (same as this document) and cite all sources using one of the Turabian (ie, Chicago) formats. **All written assignments, including any rough drafts, must be submitted via TurnItIn by 9 am on the due day unless other arrangements have been made in advance and approved by the professor. In this course, only documents saved as .doc or .docx will be graded.**

***Student-led discussion precis and the minimum five discussion questions (DQ) should NOT be submitted to TurnItIn; rather, they should be circulated to the entire class via the class’s email list (not the Carmen email system) no later than 9 am on the day of the student’s seminar. All other students are advised to print out the precis and DQ and bring the document to class (along with the reading/book itself).**

***Due to the pandemic, the map assignment will be submitted to Carmen TurnItIn.**

You must give all essays a title and you must correctly cite all sources, including course books. In evaluating written assignments, the instructor will pay close attention to spelling, grammar, organization, and style. If you need editorial assistance from the Writing Center, please plan well ahead.

Email protocol: I am accessible to all students in my courses and welcome email communications. However, please do not expect immediate responses. I will do my best to return any email messages within 24 hours on weekdays and by Monday for emails sent on Friday afternoon.

As in class itself, when using email, basic courtesy is expected. “Be friendly but not familiar” (source: Woody Allen, “Broadway Danny Rose”). Please note that I will not respond to email that has no salutation (eg, “Dear ...”), that opens with “Hey, prof” “Professor [without my surname]” or anything similar, or that omits courtesy words such as “please” and “thank you.”

Writing Manual: Before you begin to submit your written work in this course, you should secure access to a writing style manual for use in preparing your book review, prospectus, and final paper. I recommend Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, most recent edition (Univ of Chicago Press) or the *Chicago Manual of Style*. You probably encountered these books in History 2800, a course required of all History majors. They are available on the Internet through the OSU Library System and also through Purdue University. Other writing manuals are useful; whichever you use, consult it on a frequent basis and **proofread all of your writing assignments against it.** Knowing citation protocols will benefit your grade.

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. The instructor must report all instances of alleged academic

misconduct to the Committee on Academic Misconduct (Faculty Rule 3335-5-487). For additional information, see <https://trustees.osu.edu/rules/code-of-student-conduct/>

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.

Cheating includes but is not limited to copying from another student’s exam/paper 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 manual that accompanies the **mandatory History 4400 Plagiarism module & quiz**. If your question is not answered there, consult Turabian, and if you’re still confused, ask the professor for help.

“**TurnItIn**,” a Carmen tool intended to help you prevent plagiarism, has been activated for this course and will evaluate your papers when you turn them in.

Lateness and Makeups: Written work/assignments must be submitted on time. **A written assignment submitted after the Carmen dropbox deadline for it passes is deemed to be late (by one day). There will be no make-up syllabus quiz.** Please do not request special treatment unless you have verifiable proof attesting to extraordinary medical or legal circumstances; the university expects faculty to treat all students equally. **Full class participation, including daily attendance, seminar participation, and meeting deadlines, is especially important in History 4410, which is student driven.** For this reason, no late assignments or absences from assignments will be accepted without the prior agreement of the instructor and submission of a doctor’s note. **The “Explanatory Statement for Absence from Class” found on the Wilce Health Center website does NOT constitute an official doctor’s note.** Course overloads, job duties, computer crashes, parking difficulties, etc., while regrettable, are not acceptable excuses for silence in class discussions, missed deadlines, or for failure to participate fully in other class activities.

In a true emergency when you know that you will miss a deadline or a class meeting, you must make prior arrangements with the instructor. **As is standard practice in the History Department, late papers, even with a legitimate excuse, will be marked down a half a letter grade per day for each day they are late, weekends included. Thus, 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.)**

Classroom Operations

Students are responsible for all classes, discussions, films, readings, and assignments. This syllabus and any study aids supplied to the students in History 4410 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.

Videotaping, recording, and/or photographing classes or class discussions **is not permitted** except in the case of a documented learning disability with the professor’s permission. Students with such a disability are encouraged to make their condition known to the instructor 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.

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 e-mail slds@osu.edu

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

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 are or someone you know is 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.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Finally, further statements on diversity, sexual misconduct, and other issues can be found at <https://ugeducation.osu.edu/faculty-and-staff-resources>

After the first week of class, two late (by 5 minutes or more) arrivals, or early departures (by 5 minutes or more) from, or any combination thereof, will be counted as one absence.

Schedule of Meetings, Weekly and General Assignments, Deadlines (15 weeks, 28 meetings, 19 student-led discussions)

WEEK ONE:

Reading:

1. Fiksdal, *A Guide to Teaching Effective Seminars* [SLD's], pp. 1-5, 15-19 (**read by Fri, Aug 28 and bring to class**)
2. Lary, "Intro: The Context of War" (**read by Fri, Aug 28 and bring to class**)
3. start reading *Red Sorghum*—finish the first two chapters by Fri, Sept 4 and finish the last three chapters by Wed, Sept 9

August 26

Introduction to the course; review the syllabus; professor and student self-intros; map assignment; Precis instructions; introduce Carmen site; post Fiksdal, *Effective Seminars* [SLD's]; Lary, "Intro: The Context of War," which **must both be read for Friday, Aug 28, and brought to class for our first seminar**

August 28

1. Professor will circulate a precis and DQ by 9 am and initiate seminar discussion of Lary, "Intro: The Context of War"
2. Map assignment to be posted to Carmen; **due Sept 11 on Carmen**
3. Students choose reading assignments for seminar-leading discussions (aka, student-led discussions, ie, SLD's), which start in Week Two

WEEK TWO: Seminar-Leading Discussions (SLD) Begin

Reading:

1. Drea & van de Ven, "An Overview of Major Military Campaigns during the Sino-Japanese War, 1937-1945," **download from Carmen, read for Sept 2, and bring to class**
2. Yagami, Intro, Ch 1-4
3. Continue reading *Red Sorghum*—you must finish the first two chapters by Fri, Sept 4 and finish the last three chapters by Wed, Sept 9

September 2

SLD of Drea & van de Ven, "An Overview of Major Military Campaigns during the Sino-Japanese War, 1937-1945"

SLD of Yagami, Intro, Ch. 1-2

Quiz on Syllabus

Sept 4

SLD of Yagami, Ch 3-4

SLD of *Red Sorghum*, Ch. 1, 2

Map assignment due on Carmen

This weekend, spend 2-3 hours on the library catalogue, reading the DS 700 and DS 800 call numbers and book titles, both to get a sense of the broad spectrum of books published on Chinese and Japanese history and, more narrowly, to explore possibilities for your Response-Paper book and your final paper for this course. The book you choose for your Response Paper should ideally lay a groundwork for your final project. Remember that only a fraction of OSU's English-language book holdings sit on open shelves; the rest are in storage or out on loan, and this is why 2-3 hours spent studying the catalogue can be just as useful as going to the library and "reading the shelves."

WEEK THREE:

Reading: *Red Sorghum*, ch. 3, 4, 5

For Sept 11, at home, view "Red Sorghum History" on YouTube (approx. 5" long)

Sept 9

SLD: *Red Sorghum*, Ch. 3, 4, 5

1. Plagiarism module/quiz must be completed by today at 9 am with a perfect score

2. Introduction to bibliographies, journals, etc.

3. Biography assignment; due on Carmen TurnItIn on Sept 18

Sept 11

Watch selections from Zhang Yimou film *Red Sorghum* (1987) in class, followed by class discussion “Red Sorghum History” on YouTube (approx. 5” long) discussion

Groups 1, 2, 3, 4, and 5 sign up for 1st Oral Presentations of your book & research project; presentations will begin Wed, Sept 23 and continue as needed; you must bring your book to your presentation; all students must attend all sessions, regardless of which group you’re in, and participate fully in the discussion after the presentation

WEEK FOUR:

Reading: Ienaga, (Translator’s) Note, Preface, Ch. 1, 3

Sept 16

Finish film *Red Sorghum* or view selections from *Japanese Devils* (2001, 160 minutes), TBD

Instruction sheet for written prospectus/proposal to be posted to Carmen

Sept 18 (Mukden Incident, 1931)

SLD: Ienaga, (Translator’s) Note, Preface, Ch. 1, 3

Biography assignment due on Carmen TurnItIn by 9 am

WEEK FIVE: 1st Oral Presentations begin this week

Reading: Ienaga, ch. 4, 5; Drea, skim ch. 1-4, read 5-8

1st Oral Presentations of students’ book and research projects begin on Sept 23; each presenters’ prospectus/proposal will be due on Carmen TurnItIn by 9 am two days after the presentation, so use your presentation to learn what needs to be improved on the prospectus

Sept 23

SLD: Ienaga, ch. 4, 5

Group 1, 1st (preliminary) Oral Presentations; each presenter must bring his/her book to class for approval

Instruction sheet for Response Papers to your self-chosen project book to be posted to Carmen.

Sept 25

SLD: Drea, ch. 5-8

Group 2, 1st (preliminary) Oral Presentations; each presenter must bring his/her book to class for approval

Group 1 written prospectuses/proposals of intended final projects due on Carmen TurnItIn by 9 am

Group 2 written prospectuses/proposals of intended final projects due on Carmen TurnItIn by 9 am on Sunday, Sept 27

WEEK SIX:

Reading: Drea, ch. 9-12; Mitter, Prologue, ch. 1-4

Sept 30

SLD: Drea, ch. 9-12

Group 3, 1st (preliminary) Oral Presentations; each presenter must bring his/her book to class for approval

Oct 2

SLD: Mitter, Prologue, ch. 1-4

Group 3 written prospectuses/proposals of intended final projects due on Carmen TurnItIn by 9 am

Group 4, 1st (preliminary) Oral Presentations; each presenter must bring his/her book to class for approval

Group 4 written prospectuses/proposals of intended final projects due on Carmen TurnItIn by 9 am on Sunday, Oct 4

WEEK SEVEN:

Reading: Mitter, Prologue, ch. 5-12

Oct 7

SLD: Mitter, Prologue, ch. 5-8

Group 5, 1st (preliminary) Oral Presentations; each presenter must bring his/her book to class for approval

Oct 9

SLD: Mitter, ch. 9-12

Group 5 written prospectuses/proposals of intended final projects due on Carmen TurnItIn by 9 am

WEEK EIGHT:

Reading: Mitter, ch. 13, 14 (deals with Henan Famine) and Th. White, "The Honan [Henan] Famine" (1946)

Oct 14

SLD: Mitter, ch. 13, 14; Th. White, "The Honan Famine" (1946)

Oct 16

Watch selections from film "Back to 1942" (2012), directed by Feng Xiaogang based on Liu Zhenyun's novel with a similar name

All Response Papers on your book are due on Carmen TurnItIn by 9 am

WEEK NINE:

Reading: Mitter, Ch. 15-19 & Epilogue; Taylor, Prologue, Ch. 1, 2

Oct 21

SLD: Mitter, Ch. 15-19 & Epilogue

Oct 23

SLD: Taylor, Prologue, Ch. 1, 2

WEEK TEN:

Reading: Taylor, Ch. 3, 4, 5

Oct 28

SLD: Taylor Ch. 3, 4

Oct 30

SLD: Taylor Ch. 5

Students join Group A, B, C, or D for 2nd Oral Presentations starting in Week 12

WEEK ELEVEN:

Reading: Taylor, ch. 6, 7, 8, 9

Nov 4

SLD: Taylor 6, 7

Nov 6

SLD: Taylor 8, 9

WEEK TWELVE: From this point onwards, class meetings will be required or optional depending on the number of students writing final projects; all students must attend all sections, regardless of which group they are in.

Nov 11 VETERANS DAY, NO CLASS

Nov 13

1. Group A, 2nd oral presentations
 - a. on first draft (minimum 12 pp.)
 - b. with a designated seminar responder

Week THIRTEEN:

Nov 18

1. Group B, 2nd oral presentations
 - a. on first draft (minimum 12 pp.)
 - b. with a designated seminar responder

Nov 20

1. Group C, 2nd oral presentations
 - a. on first draft (minimum 12 pp.)
 - b. with a designated seminar responder

Week FOURTEEN:

Nov 25

1. Group D, 2nd oral presentations

- a. on first draft (minimum 12 pp.)
- b. with a designated seminar responder

Nov 27 NO CLASS, THANKSGIVING

Week FIFTEEN

Dec 2

No class, work on your final papers (including copyediting and visiting the **Writing Center**, if necessary)

Dec 4 Last Day of Class

No class, work on your final papers (including copyediting and visiting the **Writing Center**, if necessary)

**Final Papers are due Thursday, Dec 10 by 12 pm
via Carmen TurnItIn (.doc or .docx formats only)
Graduating seniors might have an earlier deadline
which will be announced separately. No final grades will be
submitted until I have received and read your final paper.**

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.