

Term Information

Effective Term Autumn 2023
Previous Value Autumn 2022

Course Change Information

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

Adding new TCT theme to the course. This course is one of the founding courses when the theme was proposed.

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

Faculty wants to add the course to the TCT theme

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

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

N/A

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

Is this a request to withdraw the course? No

General Information

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

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
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, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx.
Exclusions	
Electronically Enforced	Yes

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); Traditions, Cultures, and Transformations

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

Previous Value

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

General Education course:

Historical Study; Global Studies (International Issues successors); Historical and Cultural Studies

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 the basic origins of East Asian countries

Content Topic List

- Origins of East Asian civilizations
- Adaptation of Indian & Chinese models
- Popularization of Buddhism
- Comparison of political, economic, and social structures
- Cross-border interactions in northeast Asia
- Development of related but distinct cultural traditions
- Korea
- China
- Japan
- Malay Peninsula
- Overland and sea trade

Sought Concurrence

No

Previous Value

Attachments

- 2401-FL2021-syllabus.pdf: Syllabus
(Syllabus. Owner: Getson,Jennifer L.)
- GE-TCT form-Zhang 2401.docx: GE Form
(Other Supporting Documentation. Owner: Getson,Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	06/28/2022 02:34 PM	Submitted for Approval
Approved	Soland,Birgitte	06/28/2022 04:20 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	06/28/2022 04:20 PM	College Approval

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

Fall 2020 (Online)

Syllabus Contents:

1. **Instructors' information**
2. **Course overview**
 - a. **History matters; method matters**
 - b. **GE objectives and learning outcomes**
3. **Course expectations and evaluation**
 - a. **Course materials**
 - b. **Engagement**
 - c. **Grading scale**
4. **Weekly schedule (modules)**
5. **Other important matters**
 - a. **Title XI concerns:** OSU policy against discrimination and harassment
 - b. **Academic integrity:** understanding and avoiding plagiarism
 - c. **Accommodations:** A request for accommodations does not make someone an inferior student.
 - d. **Grade grievances:** know the procedure and how to communicate about them

Instructor: Prof. Ying ZHANG

Email: zhang.1889@osu.edu

Office hours: Throughout the term Prof. Zhang will hold regular office hours in Carmen Chat at 7-8pm Mondays and based on the needs of the class. Please make appointments if you would like to have individual Zoom meetings. You may also request to talk to **Shawn Conroy**, the Teaching Assistant, at conroy.143@buckeyemail.osu.edu.

Carmen Chat is a public chatroom; the conversations are completely open to everyone in this class. Students find this space useful because they often have similar questions.

Friendly reminder: All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the History Department after that time. Enrolling officially and on time is solely the responsibility of the student.

I. Course Overview

History 2401 is an introduction to the societies and cultures of pre-modern China, Korea, and Japan, the countries that make up much of the geographical and cultural unit of East Asia.

- One goal of this course is to consider *what is distinctive about “East Asian civilization.”*
- A second goal is the study of the relationship between *the evolution of China, Korea, and Japan as distinct cultures* themselves.
 - We will consider the evolution of “China” as a result of the interactions *among many cultures and peoples across Eurasia.*
 - We will examine how Korea and Japan, despite considerable linguistic, intellectual, and political borrowing from China, *diverged from the Chinese pattern* of development to form cultures with their own very distinctive artistic and literary traditions, political organizations, and social and economic structures.
 - We also consider how Korea and Japan *influenced Chinese civilization* as well.
- The course will end with exploring China, Korea, and Japan in *their encounters with the West.*

History Matters; Method Matters

This online class encourages you to **“learn by doing”** and **“learn to practice”** rather than passively receiving historical information. You will find yourself cultivating practical skills and critical sensitivities. Specifically, you will

- practice how to find and deploy the most useful and reliable historical information in digital sources;
- assess information and opinions about past and current events;
- connecte information in different formats (textual, visual, material, etc.) creatively and coherently;
- collaborate and contribute to team work in productive and positive ways.

GE Objectives and Learning Outcomes

History 2401 fulfills the GEC Arts and Humanities requirements for the Historical Studies and Global Studies.

- Historical Studies: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.
 - Students acquire a perspective on history and an understanding of the factors that shape human activity.
 - Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.

- 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.
- Global Studies
 - 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.
 - Expected Learning Outcomes
 - 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.
 - Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

II. Course Expectations and Evaluation

Required reading materials:

Charles Holcombe, *A History of East Asia: From the Origins of Civilization to the Twenty-First Century*, 2nd edition (Cambridge University Press, 2017)

Online archives, exhibitions, collections, and other resources;

Digital files of readings on Carmen Canvas.

Assessing progress [Please find assignment instructions on Carmen. You also submit assignments on Carmen.]:

- Short discussion about historical material (weekly, 25%): Please note that there are two deadlines for the weekly discussion, one for your own post and the other for your comment on 1 classmate's post.
- Short writing assignments analyzing historical material (most weeks, 25%)
- Map assignments (with ArcGIS Story Maps): 4 throughout the semester (20%)
- Midterm reflection (15%): Review of important course contents in a PowerPoint presentation with the instructors (Weeks 9-10).
- Final project: Create a webpage "Premodern East Asia through 15 Objects" (15%--group part: 10%; individual part: 5%)

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

Grading scale (no curve): A: 100~93; A-: ~90; B+: ~87; B: ~83; B-: ~80; C+: ~77; C: ~73; C-: ~70; D+: ~67; D: ~60

Schedule

Details of the modules are posted on Carmen Canvas weekly. Weekly plans 1-3 are listed in this schedule.

Week 1 (Aug. 24-27) Module 1: Introduction & The origins of East Asian civilization

Watch: Introductory videos

Read:

Holcombe, “Introduction: What is East Asia?” (pp. 1-11); ch. 1, pp. 11-25

Do:

- 1) **Individual part: What does the author say about East Asia’s cultural coherence and internal diversity?** Look up sources of your preference (newspapers, blogs, movies, podcasts, Instagram, Twitter, etc.) and find 2 recent examples that support or challenge the author’s claim. Please do this part of the assignment before the group part.
- 2) **Group part: By Aug. 30 11:59pm**, complete your first team project. Your group will set up a 30-minute Zoom meeting to talk about your answers to the question and the examples you have found. Submit the recording of this Zoom meeting as your group work. You do not need to be exhaustive in this project. Just have fun with the exploration and getting to know your classmates. Please make sure everyone gets a chance to talk about his/her findings and thoughts.

Week 2 (Aug. 30-Sept. 3) Module 2: The Origins of the Chinese Civilization and Its Bronze Age

Watch: Lecture videos

Read:

- 1) Holcombe, ch. 1 pp. 25-30; ch. 2 pp. 31-35; “Annals of the Five Emperors” #10-22 ([Link to *Shiji* excerpt, digital database CTEXT](#)), “Annals of Yin” #30-33 ([Link to *Shiji* excerpt, digital database CTEXT](#))
- 2) How to use ArcGIS Story Maps Classic? [In “Instructions and Grading Rubrics” on Carmen]

Do:

- 1) Short analysis of historical sources (due Sept. 6 11:59pm). How are the legendary Emperor Yao and Emperor Shun portrayed as ideal Chinese rulers? What makes Emperor Zhou of the Shang dynasty a typical bad ruler? Please refer to specific examples from the historical sources to support your observation.
- 2) Discussion (your own post due Sept. 4 11:59pm; comment due Sept. 6 11:59pm): Check out the online collection of the Metropolitan Museum of Art (MET) and look up some bronze objects from the Zhou dynasty. (Link: <https://www.metmuseum.org/art/collection>). What were the primary functions of the bronze objects? (mention at last 3 general functions) How was bronze used for practical purposes? (give 2 examples from the collection)
- 3) Get to know ArcGIS Story Maps through a map exercise. The instructor will pick some locations mentioned in the textbook (pp. 25-30) and ask you to mark them on a map made with ArcGIS Story Maps.

Week 3 (Sept. 7-10) Module 3: The Age of the Classics

Watch: Lecture video

Read:

Holcombe, ch. 2, pp. 36-44

Confucianism: Links to [The Analects-Xue er](#); [The Analects-Zi lu](#)

Legalism: Link to [Book of Lord Shang-Discussion about the People](#); [Book of Lord Shang-Unification of Words](#)

Do:

- 1) Short analysis: The Daoist ideas articulated by *Laozi* and *Zhuangzi* shaped the mentality of the educated elite in China. Read the selected passages and discuss briefly why these ideas might be appealing to them.
- 2) Group work: Imagine two schools of thought, Confucianism and Legalism, competing and trying to convince a government that their own theory and approach would make the best strategy to deal with the current Covid-19 pandemic. Submit a summary of your discussion by Sept. 14 11:59pm. Please see specific instructions on Carmen.

Week 4 (Sept. 13-17) Module 4: The First Chinese Empires

Read: Holcombe, ch. 2, pp. 45-58

Week 5 (Sept. 20-24) Module 5: The Period of Division

Read: Holcombe, ch. 3, pp. 60-79

Week 6 (Sept. 27-Oct. 1) Module 6: Early Korea and Japan

Read: Holcombe, ch. 3, pp. 81-94; 79-80

Week 7 (Oct. 4-8) Module 7: A Connected Community: China

Read: Holcombe, ch. 4, pp. 95-113

Week 8 (Oct. 12-13) Module 8: A Connected Community: Korea (Fall break)

Read: Holcombe, ch. 4, pp. 114-120

Week 9 (Oct. 18-22) Module 8: A Connected Community: Japan

Read: Holcombe, ch. 4, pp. 120-131

Mid-term reflection with the instructors in Weeks 9-10

Week 10 (Oct. 25-29) Module 9: Separate Paths: China among Equals

Read: Holcombe, ch. 5, pp. 132-141

Week 11 (Nov. 1-5) Module 10: Separate Paths: The Mongol Empire and Its Legacy

Read: Holcombe, ch. 5, pp. 141-149

Week 12 (Nov. 8-12) Module 11: Separate Paths: Korea, the Mongols, and the Confucians

Read: Holcombe, ch. 5, pp. 149-154

Week 13 (Nov. 15-19) Module 12: Separate Paths: Warrior Japan

Read: Holcombe, ch. 5, pp. 154-166

Week 14 (Nov. 22-24) Module 13: Early Modern East Asia: Ming-Qing China (Thanksgiving)

Read: Holcombe, ch. 6, pp. 167-183

Week 15 (Nov. 29-Dec. 3) Module 14: Early Modern East Asia: Korea and Japan

Read: Holcombe, ch. 6, pp. 183-198

Week 16 (Dec. 6-10) Work on final group project

Week 17 Presentation of group project

OTHER IMPORTANT MATTERS

1. **Title IX concerns:** Ohio State does not discriminate on the basis of sex in its education program or activity, which includes employment, and is required by Title IX of the Education Amendments of 1972 not to discriminate in such a manner. Inquiries about the application of Title IX can be made to Ohio State's Title IX coordinator, the U.S. Department of Education's Assistant Secretary, or both.

Ohio State's [Sexual Misconduct](#) policy and [Affirmative Action, Equal Employment Opportunity & Non-Discrimination/Harassment](#) policy have been revised to update procedures for intake, investigation, adjudication, sanctioning and appeals. Both are interim policies; the Office of Institutional Equity will begin full revisions of the policies this academic year.

2. **Academic integrity:** "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](#).
3. **Accommodations:** 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 are 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 e-mail slds@osu.edu.

4. **Grade Grievances and Other Academic Complaints:** Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

History 2401 Premodern East Asia (before 1800)

Ying Zhang, Department of History

Goals and ELOs shared by *all* Themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

ELO 1.1 Engage in critical and logical thinking.	The course will help the students cultivate critical thinking skills through assignments that require them to *evaluate competing historical perspectives in the history of many communities in premodern East Asia in textual document analysis; *develop evidence-based, coherent argumentation in class discussion about premodern East Asia and its contemporary resonance; *compare and connect historical evidence in material, visual, and textual formats in small research on East Asian museum collections Sample exercise: Module 6 Early Japan The students are asked to read ancient myths and historical documents about the divine origin of the Japanese monarchy. They then watch a recent video about the abdication of the Japanese emperor and the ascendance of the new emperor. They are asked to examine an edict by the Japanese emperor after the defeat of the WWII, drafted by the U.S. government, denouncing such divine authority. They will discuss the emergence of this theory in ancient Japan and its long-term impacts on the Japanese political culture.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	* <u>Lectures</u> : The students will attend lectures where the instructor 1) demonstrates how to identify the fundamental structural issues in a particular premodern East Asian context; and 2) presents textual and visual evidence that further illustrates such fundamental issues; 3) connects similar contexts or compare different contexts in which such issues evolved in premodern East Asian civilizations. * <u>Readings</u> : The students will read scholarly analyses and summaries of a particular time period in premodern East Asia and deepen this knowledge by connecting them to primary sources from

	<p>this period. They will assess and synthesize different scholarly interpretations of the same event, development, or tradition.</p> <p>* <u>Assignments</u>: The students will do a series of exercises to practice their skills to identify, describe, and synthesize how premodern East Asian cultures emerged, interacted, diverged, and converged. These exercises will require them to use StoryMaps to place such historical processes in the proper geographical spaces, and employ PowerPoint presentations to substantiating their historical observations on the diversity of premodern East Asian cultures by showing textual and visual evidence from different sources of information.</p> <p>* <u>Discussions and collaborations</u>: The students will engage in weekly group discussions and develop group projects by exchanging and synthesizing different interpretations of historical evidence concerning premodern East Asian cultural exchange. They will use such projects to complicate contemporary views of premodern East Asian traditions and their evolutions.</p> <p>Sample exercise: final group project—creating a webpage to demonstrate the importance of understanding the historical evolution of East Asian civilizations. The students are asked to draw on assigned readings and identify proper objects in museum collections to be used for this project. The webpage should have a thesis and present a coherent analysis of the thesis based on textual and material evidence from selected time periods. They are asked to make this historical analysis relatable to today’s audience.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>This class practices “learning by doing” to help the students develop a sense of ownership of their knowledge acquisition. An important way to achieve this in a premodern East Asian civilizations class is through museums (including online collections). They will explore premodern material culture and visual culture in major art museum and library collections (digitized) to imagine ways to contextualize such objects in short analysis. They will learn to develop historical empathy through interacting with premodern East Asian objects. They will learn to appreciate their own creativity and imagination by reflecting on the values of such collections today and in the United States. The course designs a variety of assignments that allow the students to use their experience with Premodern East Asian material to appreciate universal sentiments and concerns.</p> <p>Sample exercise: Module 8 Medieval Japan The students are asked to watch a short documentary in which American intellectuals were interviewed about the <i>Tale of Genji</i>, the first novel in the world. They are asked to connect these interviews and the course readings to deepen their learning about the appeal of the medieval ideal masculinity and to reflect on the power of literature in both peaceful and turbulent times in history.</p>

Goals and ELOs of “Traditions, Cultures, and Transformations”

GOAL 1: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 2: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

Enter your ELOs in the Table below, editing and removing rows as needed. There should be at least one ELO for each goal, and they should be numbered to correspond to the goal (e.g., ELO1.1 is the first ELO for Goal 1, ELO 2.2 would be the second ELO for the second goal).

For each ELOs, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

ELO 1.1	Describe the influence of Premodern religious beliefs, gender roles, institutions, and technology on contemporary East Asia. One example is religious pluralism, a shared phenomenon among East Asian societies. The students will read historical evidence of the arrival and transmission of a particular religion and write short analysis about its local adaption, its interaction with other existing religions, and its fate (success or persecution). Two prominent examples are Buddhism and Catholicism. Sample exercise: Modules 14-15 The students examine historical documents on Catholic missionary work in early modern China, Korea, and Japan, and assess the local cultural, social, and political factors that shaped the different fates of Catholicism, in particular, how Catholicism was perceived in relation to traditional local religious traditions such as Confucianism and Buddhism differently in these three countries.
ELO 1.2	Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture. One of such “big” ideas is Confucianism, which originated in what we call China today and gradually took root as a philosophy, a religion, a set of cultural and social norms, and an educational curriculum. Confucianism was adopted and modified in other East Asian societies to serve specific political, social, and cultural needs. Even today, it is still shaping East Asian people’s beliefs and behaviors. The students will not only read some Confucian classics but also study how Confucianism changed in different times and places in short writing assignments. They will also use their knowledge to analyze contemporary debates and media coverages about East Asia in group discussions.

Course subject & number

	<p>Sample exercise: Module 3 Group presentation on the pandemic management and ancient philosophical thoughts. The students have read excerpts of the classics and most recent English reporting on East Asian reactions to the pandemic. The students imagine themselves to be government consultants on pandemic control. They will draw on main ideas of each school of thought to discuss how these ideas might inspire effective policies, leadership, and public awareness.</p>
ELO 2.1	<p>The students learn to recognize and explain differences, similarities, and disparities among institutions, organizations, cultures and societies in premodern East Asia and their legacies. One important goal of the class is to guide the students to realize how Chinese, Korean, and Japanese civilizations shared many similarities but they developed distinctive characters and charted very different trajectories. One of the examples is bureaucracy and status difference. The students study how the Confucian-based civil service examinations dominated in China, evolved to reinforce status hierarchy in Korea, and failed to fully develop in Japan.</p> <p>Sample exercise 1: In their mid-term PowerPoint project, they use this topic as one of the examples to reflect on how cultural exchanges led to very different results in East Asia, failing to produce Confucian-style bureaucrats in Japan but contributing to the spread of Confucian-style education in all three countries.</p> <p>Sample exercise 2: Module 6 Early Korea and Japan. The students analyze biographies of Korean and Japanese individuals which describe how they benefitted from learning Chinese language, mastering Confucian classics, and traveling to China to serve in the Chinese government. They assess how such activities helped these individuals to succeed back in Japan and Korea, not as Chinese-style bureaucrats but as new aristocrats.</p>