

Term Information

Effective Term Spring 2026
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

Previous Value *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

COURSE CHANGE REQUEST
2401 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
09/11/2025

[Previous Value](#)

Attachments

- GE-TCT form-Zhang 2401 Revised 9.6.2025.docx: GE Form

(Other Supporting Documentation. Owner: Getson,Jennifer L.)

- History 2401 Syllabus - Revised 9.6.2025.docx: Syllabus

(Syllabus. Owner: Getson,Jennifer L.)

Comments

- Following up on a long-outdated curriculum request from a faculty member who is no longer at the university. This was part of the original TCT courses submitted with the theme when it was created.

The original syllabus was in a difficult to ready horizontal format, so I changed it to more closely mirror a regular DL syllabus format. (by Getson,Jennifer L. on 09/06/2025 10:25 PM)

- Please see panel feedback sent by M Hilty on 10-26-22 (by Vankeerbergen,Bernadette Chantal on 10/26/2022 01:16 PM)

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
Revision Requested	Vankeerbergen,Bernadette Chantal	10/26/2022 01:16 PM	College Approval
Submitted	Getson,Jennifer L.	09/07/2025 09:42 AM	Submitted for Approval
Approved	Reed,Christopher Alexander	09/07/2025 12:56 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/11/2025 10:31 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/11/2025 10:31 AM	ASCCAO Approval

Syllabus

HISTORY 2401

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

Fall 2020

3 Credit Hours

Asynchronous Online

Course overview

Instructor

- **Name:** Prof. Ying ZHANG
- **Email Address:** zhang.1889@osu.edu
- **Course Zoom Link:**
- **Office Hours:** 7-8pm Mondays via Carmen Chat; Individual Zoom meetings by appointment.
- **Zoom Link:** (For scheduled appointments only)

Note: My preferred method of contact is **email**.

Course description

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;
- connect information in different formats (textual, visual, material, etc.) creatively and coherently;
- collaborate and contribute to team work in productive and positive ways.

Course expected learning outcomes

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

1. Identify and analyze the distinctive features of pre-modern Chinese, Korean, and Japanese societies and cultures.
2. Evaluate the historical relationships and influences between China, Korea, and Japan.
3. Critically assess primary and secondary historical sources from pre-modern East Asia.
4. Create coherent historical analyses by connecting information from textual, visual, and material sources.
5. Collaborate effectively in a team to produce a digital historical project.

General education goals and expected learning outcomes

Traditions, Cultures, and Transformations

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

GE Rationale:

This course fulfills the "Traditions, Cultures, and Transformations" theme by engaging students in a systematic, advanced study of how the distinct cultures of China, Korea, and Japan developed, interacted, and transformed from antiquity to 1800. Through analyzing primary sources, scholarly interpretations, and material culture, students achieve the ELOs by examining the influence of "big ideas" like Confucianism (ELO 3.2), exploring interactions between dominant and sub-cultures (ELO 3.3), and tracing changes and continuities over time (ELO 3.4). Furthermore, assignments like the final "15 Objects" project and comparative discussions require students to recognize and explain differences and similarities among these societies (ELO 4.1) and analyze how constructed categories like gender and ethnicity impacted historical outcomes (ELO 4.2), thereby integrating deep scholarly exploration with critical, comparative assessment.

How this online course works

Mode of delivery

This course is **100% online**. There are **no** required synchronous sessions when you must be logged in to Carmen at a scheduled time. All course content and activities are delivered asynchronously.

Pace of online activities

New modules will be released weekly on Carmen Canvas. Students should expect to engage with lecture videos, complete readings, and participate in discussions and assignments each week. To be successful, students should log in regularly and plan to dedicate time across the week to stay on pace with the deadlines outlined in the course schedule.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy, students should expect around **9 hours of engagement** with the class each week to receive a grade of (C) average. This time includes watching lectures, completing readings, participating in discussions, and working on assignments. Actual hours spent will vary by student.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation.

Participating in online activities

Your participation is measured by your timely completion of all assignments, including weekly discussion posts, comments on peers' posts, short writing assignments, and group projects. Consistent engagement with the course materials on Carmen is required.

Office hours and live sessions (optional)

All live, scheduled events for the course, including office hours held in Carmen Chat, are optional.

Course communication guidelines

Writing style

All written communication, including discussion posts and assignments, should use standard academic English with proper grammar, punctuation, and spelling. Communication should be clear and professional.

Tone and civility

All communication, whether with the instructor, TA, or peers, must be respectful and constructive. Disagreements about historical interpretation should be focused on ideas and evidence, not individuals.

Citing your sources

When referencing ideas or quotes from the textbook, primary sources, or any other material, you must provide citations. Use a consistent citation style (e.g., Chicago, MLA). Citations should include author, title, and page number or URL as appropriate.

Protecting and saving your work

It is highly recommended that you compose your assignment responses in a separate word processor (like Microsoft Word or Google Docs) and save your work locally before copying and pasting into Carmen. This ensures you have a backup in case of a technical error during submission.

Course materials and technologies

Textbooks

Required

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

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.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357 (HELP)
- Email: 8help@osu.edu

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- Using CarmenZoom for optional meetings (go.osu.edu/zoom-meetings)
- Using ArcGIS Story Maps for map assignments

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam & Microphone: For optional Zoom meetings and potential midterm reflection.
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: Free for all Ohio State students (go.osu.edu/office365help).

Carmen Access

You will need to use BuckeyePass multi-factor authentication to access Carmen. It is recommended you register multiple devices and request backup passcodes. For more information: buckeyepass.osu.edu.

Grading and instructor response

How your grade is calculated

Assignment Category	Percentage
Short Discussion (Weekly)	25%
Short Writing Assignments (Most weeks)	25%
Map Assignments (4 throughout semester)	20%
Midterm Reflection (PowerPoint presentation, Weeks 9-10)	15%
Final Project: "Premodern East Asia through 15 Objects"	15%
Group Part	(10% of 15%)
Individual Part	(5% of 15%)
Total	100%

Description of major course assignments

Short Discussions & Writing Assignments

Description

Weekly activities involving analysis of historical sources, textbook concepts, and digital museum collections. Discussions require an original post and a comment on a classmate's post.

Academic integrity and collaboration guidelines

Posts must be your own original work. While you may discuss ideas with classmates, written submissions must be independent. All sources must be cited.

Map Assignments (ArcGIS Story Maps)

Description

Four assignments throughout the semester where you will mark and analyze historical locations and trends on maps using ArcGIS Story Maps.

Academic integrity and collaboration guidelines

These are individual assignments. The work must be your own.

Midterm Reflection

Description

A review of important course content conducted via a PowerPoint presentation discussion with the instructors during Weeks 9-10.

Academic integrity and collaboration guidelines

This is an individual assignment reflecting your own understanding of the course material.

Final Group Project

Description

A collaborative project to create a webpage titled “Premodern East Asia through 15 Objects.” The grade consists of a group component (10%) and an individual component (5%).

Academic integrity and collaboration guidelines

Collaboration is required and encouraged for the group portion. The individual portion will assess your specific contribution and learning.

Late assignments

Significantly late submission without legitimate excuses will lead to a grade penalty (equivalent to half of a letter grade for each assignment). Contact the instructor *before* the deadline if you need an extension and provide documentation of reasons.

Grading Scale

- 93-100: A
- 90-92: A-
- 87-89: B+
- 83-86: B
- 80-82: B-
- 77-79: C+
- 73-76: C

- 70-72: C-
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Grading and feedback

Assignments and discussions will typically be graded within one week of their submission deadline.

Preferred contact method

You can expect a response to emails within **48 hours** on weekdays.

Academic policies

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.

For university-wide syllabus statements, click on the link below:

<https://ugeducation.osu.edu/academics/syllabus-policies-statements>

Course Schedule

Refer to our Carmen course page for direct links to readings and up-to-date information.

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:

- Holcombe, ch. 1 pp. 25-30; ch. 2 pp. 31-35; “Annals of the Five Emperors” #10-22 (Link to *Shift* excerpt, digital database CTEXT), “Annals of Yin” #30-33 (Link to *Shift* excerpt, digital database CTEXT)
- 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 least 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 *Langzi* 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

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.	<p>The course will help the students cultivate critical thinking skills through assignments that require them to</p> <ul style="list-style-type: none">*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 <p>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.</p>
ELO 1.2 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	<p>* <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;</p>

	<p>3) connects similar contexts or compare different contexts in which such issues evolved in premodern East Asian civilizations.</p> <p>* <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 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</p>

	masculinity and to reflect on the power of literature in both peaceful and turbulent times in history.
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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.

<p>ELO 3.1</p> <p>Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>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.</p> <p>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.</p>
<p>ELO 3.2</p> <p>Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>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</p>

	<p>in short writing assignments. They will also use their knowledge to analyze contemporary debates and media coverages about East Asia in group discussions.</p> <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 3.3 Examine the interactions among dominant and sub-cultures.	<p>This ELO is achieved by analyzing how dominant political and philosophical cultures (e.g., Confucianism, Legalism, Imperial court culture) interacted with, co-opted, or were resisted by various sub-cultures throughout premodern East Asian history. Students will read primary sources like the "Annals of Yin" (Module 2) that contrast the idealized rule of sage emperors (dominant cultural ideal) with the portrayal of a "bad ruler" like Emperor Zhou, examining the tension between ethical ideals and political reality. Students will write short analyses on topics such as the local adaptation of Buddhism and Catholicism (as mentioned in ELO 3.1), which required these foreign belief systems (initially sub-cultures) to interact with and often syncretize dominant local religious and philosophical traditions like Confucianism and Daoism to gain acceptance. Students will explore how warrior culture in Japan (Module 12), initially a sub-culture outside the imperial court, eventually became the dominant political force, reshaping Japanese institutions and society.</p>
ELO 3.4 Explore changes and continuities over time within a culture or society.	<p>This ELO is central to the historical method of the course and is addressed through longitudinal analysis of key themes across different modules. Students will track the evolution of "big" ideas like Confucianism (ELO 3.2) from its origins (Module 3), through its adoption as state orthodoxy, its role in bureaucracy across China, Korea, and Japan (ELO 4.1), and into the early modern era (Modules 13-15), identifying core tenets that remained continuous and adaptations that represented change.</p> <p>Map assignments (ArcGIS Story Maps) visually plot the movement of ideas, technologies, and peoples over time, allowing them to literally see the spread and transformation of cultural practices across centuries.</p> <p>In the group final group project ("Premodern East Asia through 15 Objects"), students select objects from different centuries and draw connections between them to argue for a thesis about a specific continuity or change in East Asian civilization (e.g., the continuity of bronze casting techniques for different purposes, or the change in artistic representation from religious to secular themes).</p>

	<p>In the Civil Service Examination System assignment, students trace this institution from its embryonic forms in the Han Dynasty (Module 4), through its refinement in the Tang (Module 7), to its zenith in the Song and Ming periods (Modules 9, 13). They analyze how the system changed in format and social impact over time, while maintaining a continuous emphasis on Confucian classics as the basis for governance, thus exploring both change and continuity within Chinese political culture.</p>
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<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>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.</p>	<p>This ELO is met by critically examining how premodern East Asian societies constructed social hierarchies and categories of difference, which are often different from modern Western conceptions but were equally impactful. The course explores the rigid social hierarchies of Joseon Korea's yangban class system and the hereditary caste systems of feudal Japan (samurai, peasants, artisans, merchants, and outcasts). Students discuss and write about how these legally enforced categories determined life outcomes, access to power, and economic opportunities for individuals.</p>