



HIST-107: THE HISTORY OF EAST ASIA BEFORE 1600

Also listed as: HIST-107H

Effective Term

Fall 2025

BOT Approval Date

06/13/2024

Discipline

HIST - History

Course Number

107

Course Title

The History of East Asia Before 1600

Short Title

East Asia Before 1600

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-107H

C-ID (Admin Only)

CB 00

CCC000598416

Course Title

Honors the History of East Asia Before 1600

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Approved Third Cal-GETC Area

Catalog Description

This course examines the histories of China, Japan, and Korea through the end of the sixteenth century. Emphasis will be placed on prehistorical developments, dynastic rule, empire building, religious trends, Southeast Asian connections, and cultural interaction. The class explores the relationship between East Asia and the world with a specific focus on the political, social, economic, and technological developments during this era.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0106 - Asian History.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Appraise the major geographical features of the regions studied and their impact on historical developments in East Asia.
2. Compare the political, cultural, and socio-economic characteristics of early East Asian societies.
3. Demonstrate an understanding of the relationship between patterns of governance and belief systems of the areas studied.
4. Analyze the intersection of race, class, gender, and ethnicity in early East Asian societies.
5. Appraise patterns of interaction between East Asian societies and the world in terms of trade, cultural exchange, travel, migration, technology transfer, and disease.
6. Assess the regional and global impact of military conflicts and colonization in East Asian history and forms of resistance that challenged imperialist expansion.
7. Recognize the perspectives and contributions of historically underrepresented and marginalized groups to arrive at a deeper understanding of the various experiences of people in early East Asian history.
8. Examine the development and significance of various forms of culture in East Asian history including a study of the visual arts, architecture, literature, performance art, and material culture.
9. Analyze, criticize, or defend the positions taken by authors, writers and others in East Asian history.
10. Develop independent theses about East Asian history through a critical analysis of a variety of primary and secondary source material.
11. Examine the connections between past and contemporary cultural and political developments in East Asian history.

Honors Objectives

1. Formulate advanced-level research skills through the completion of a major research project in early East Asian history
2. Develop academic writing and oral presentation skills appropriate to a history class
3. Analyze primary source readings or secondary academic sources concerning major issues and interpretations of early East Asian history

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will be able to demonstrate a breadth of knowledge of historical developments, cultural evolutions, and societal trends of East Asian history before 1600.
2. Students will be able to analyze the impact of class, gender, ethnicity, culture, and politics as they relate to East Asian history before 1600 through the use of historical data to form independent interpretations.
3. Students will be able to demonstrate the ability to make connections and relations between the societal developments in two historical periods (or the present) as they relate to East Asian history before 1600.

Program Learning Outcomes

Learning Outcome

1. The student will demonstrate the ability to analyze and interpret historical trends to form independent interpretations.
2. The student will compare and contrast the histories of different peoples to cultivate empathy and social awareness.
3. Through composition and discussion the student will demonstrate a clear and multifaceted understanding of history.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. East Asian Beginnings
 - What is East Asia?
 - Historiography and East Asia
 - Addressing Diversity, Equity, and Inclusion in East Asian History with a focus on the historically marginalized, gender, and identity politics
 - Prehistory of China, Japan, and Korea
 - Relations with Southeast Asia
 - East Asia in the World
 - Common Ground and Regional Differences
 - Agricultural Beginnings
2. China in the Bronze Age: The Shang and Western Zhou Dynasties
 - Political and Social Structures of the Shang
 - Women of Political Influence
 - Material Culture (Writing, Metalworking, Forms of Art)
 - Burial Practices and Ancestor Worship
 - Slavery and Human Sacrifices
 - Oracle Bone Divination

- Sanxingdui
 - Rise of the Western Zhou Dynasty
 - The Mandate of Heaven
 - Western Zhou Society and Culture
3. Philosophers and Warring States During the Eastern Zhou Period
- The Multi-state System of the Eastern Zhou
 - Warfare and Its Consequences
 - The Hundred Schools of Thought: Confucius, Mozi, Mencius, Xunzi, Daoism, Legalism, Yin and Yang, and the *Art of War*
 - *Material Culture: Lacquer*
4. The Founding of the Bureaucratic Empire: Qin and Han China
- The Qin Unification
 - The First Emperor's Tomb
 - Qin Law
 - The Xiongnu and the Great Wall
 - Power Struggles and Protests of the Marginalized
 - The Ascension of the Han
 - Official Support for Confucianism
 - Intellectual, Literary, and Religious Currents
 - Family Life and Roles of Women
 - Territorial Expansion Under Han Wu Di
 - Trade Routes and Contested Government Monopolies
 - Pressures on the Environment
5. The Spread of Buddhism and Political Division
- Buddhism in India
 - Hinayana, Mahayana, and the Spread of Buddhism
 - The Three Kingdoms and the Western Jin Dynasty
 - Non-Chinese Dominance in the North
 - The Southern Dynasties and Aristocratic Culture
 - Dunhuang Caves and Buddhist Art
6. The Cosmopolitan Empires of Sui and Tang China
- Sui Reunification
 - Founding of the Tang Dynasty
 - The Tang at Its Height
 - Empress Wu and Female Dominance at Court
 - Tang-Period Technological Developments
 - Ascension and Persecution of Buddhism
 - Artistic and Literary Developments
 - Architecture and the Political Use of Space
 - *Material Culture: Tea*
7. Early Korean History
- Geographical Setting
 - Choson, Puyo, Koguryo, and the Chinese Commanderies
 - The Three Han (Samhan)
 - The Three Kingdoms of Koguryo, Paekche, and Silla
 - Introduction of Buddhism
 - Unified Silla
 - Society and Culture
8. Early State and Society in Japan
- Geography of the Japanese Archipelago
 - The Jomon, Yayoi, and Kofun Eras
 - Connections to Korea
 - Formation of Centered Polity and Relations with China
 - Visual Culture and Literary Developments

- Fixing the Capital at Nara
 - The Rise of Buddhism
9. China Among Equals: Song, Liao, Xia, and Jin
- The Founding of the Song Dynasty
 - Song Rivals: Liao and Xia
 - Economic Developments
 - Song Scholar-Officials
 - Fall of the Northern Song and the Jin Dynasty
 - Hangzhou and the Southern Song
 - Revival of Confucianism and the Learning of the Way
 - Gender Roles and Family Life
10. Heian Japan
- Age of Kingly Rule
 - Fujiwara Dominance
 - Marriage Politics and Gender Identity
 - Heyday of Aristocratic Art and Culture
 - Court Culture Narratives
 - Rule by Retired Monarchs
 - The Estate System
11. Koryo Korea
- Early Koryo Government
 - The Changing International Context
 - Society and Culture in the Koryo Period
 - Family and Kinship
 - Artistic Currents
 - Roles of Buddhism and Confucianism
 - Military Rule and the Mongol Invasions
 - Koryo Under Mongol Domination
12. Kamakura Japan
- Rise of the Warrior
 - Prelude to Kamakura Rule
 - Military Government at Kamakura
 - Family Politics and the Shogunate
 - Role of Estate Stewards
 - Literature and Popular Arts
 - New Directions in Buddhism
 - The Mongol Invasions
 - Fall of the Kamakura Regime
13. China Under Mongol Rule
- The Mongol Conquest of the Jin and Xia Dynasties
 - The Mongol Conquest of the Southern Song
 - Khubilai Khan's Policies
 - Life in China Under the Mongols
 - Artistic Trends: Literature, Painting, Porcelain, and Theater
14. Japan's Middle Ages
- New Political Alignments
 - Leadership of the Ashikaga
 - Changing Roles for Women
 - Kawaramono, marginalized peoples and spaces
 - Religious Transformations
 - The Rise of Warlords

- Muromachi Culture
- Beginnings of Unification

15. The Ming Empire in China

- Founding of the Ming Dynasty
- Diplomacy and Defense
- Zheng He's Voyages
- Rebuilding of the Great Wall
- Trade and Piracy Along China's Coasts
- Social and Cultural Trends
- Wang Yangming's Challenge to Confucian Orthodoxy
- Literary Accomplishments

16. Choson Korea

- Yi Songgye's Rise to Power
- Kings and Yangban Confucian Officials
- Dynastic Decline and the Japanese Invasion
- Economic Growth and Slavery
- Cultural Developments
- Family and Women in the Confucian Age

Honors Content

The honors component of History 107 will encourage students to work above the survey level to explore issues in the early history of East Asia with greater depth and complexity. The topics to be covered in History 107H are the same as those covered in History 107. In addition, honors students will analyze current research and historical concerns in the history of East Asia that focus on topics such as (but not limited to) the following:

- Outside the Shang Sphere: Discoveries at Sanxingdui
- Excavation of Eastern Zhou tombs
- Literature of the Chu state
- Vietnamese resistance to Han expansionism
- Buddhist art: Cave Temples at Yungang, Dunhuang, and Longmen
- Political Influence of Tang-era Women
- Sokkuram Buddhist Temple
- Outcasts and marginalized peoples in Early Modern Japan
- History Writing in Koryo Korea
- Women and Medicine in Ming-era China

Methods of Instruction

Method

Discussion

Integration

Guided small group discussions will enable students to analyze and interpret the primary and secondary source readings or films to gain a deeper understanding of key concepts, people, and events that have shaped the early history of East Asia.

DE Adaptations for MOI

The instructor will use the CMS to create threaded discussions on subjects that require students to analyze, interpret, and discuss primary source documents and questions and controversies surrounding major developments in early East Asian history. Each student will be required to post a response to the discussion topic and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the online debate. All online discussions will meet accessibility standards.

Method

Lecture

Integration

Lectures will introduce key concepts and interpretive approaches to understanding early East Asian history, expand upon information provided in the assigned reading and visual materials, and provide the students with an organizational scheme with which to analyze the development of early East Asia. Supporting visual materials may include computerized images, photos, or maps.

DE Adaptations for MOI

Online lectures which cover key course content such as examining the major features of complex societies may be delivered in the form of slide presentations, real-time video/audio/teleconferencing, video/audio recordings and/or readings utilizing other features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Projects

Integration

The instructor will both discuss in class and provide written instructions explaining the methods, sources, and goals for research projects to be done outside of class. The goal of these projects is for the students to acquire additional knowledge about a select topic in early East Asian history, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation. The instructor will guide this process throughout while aiding students in their acquisition of key historical skills. The instructor might choose to focus the student's attention to the perspectives and contributions of historically underrepresented groups (eg. peasant women, female rulers, slaves, etc.) to arrive at a deeper understanding of the various experiences of people in early East Asian history.

DE Adaptations for MOI

The instructor will provide written instructions via the CMS explaining the methods, sources, and goals for a research project through which students will acquire additional knowledge about a select topic in early world history, and to analyze and interpret the material researched in the form of an extended essay or multimedia presentation. The instructor will make an adjustment for accessibility needs.

Method

Reading

Integration

Instruction will be provided about how to analyze and interpret the chapters in the course text and the primary and secondary source materials to assist the students in gaining a deeper understanding of influential ideas, people, and events in early East Asian history.

DE Adaptations for MOI

The instructor will use the CMS to post the directions for how to access the reading selections. All online readings will meet accessibility standards.

Additional Methods of Instruction for Honors

Method: Instructor/Student meetings

Integration: Meetings between the instructor and honors students in the course are required and can take the form of small group discussions that will enable honors students to analyze and interpret supplemental readings or films to gain a deeper understanding of key concepts, people, and events that have shaped the early history of East Asia. These discussions can also cover an honors student's progress on the steps of the research project (e.g. proposal, thesis statement, outline, annotated bibliography, and/or draft of the paper) and peer-reviews of assignments related to the research project. Honors meetings will be held a minimum of once a month.

Method: Oral Presentations

Integration: Oral presentations will provide honors students the opportunity of presenting their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

Method: Field Trip to Museum

Integration: Instructors may lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 107H. Students may be asked to examine and describe a specific work of art or a collection of art on display, the interpretative framework (if any) provided by the museum, their own reaction and interpretation, and how the artwork adds to a student's understanding of the early history of East Asia.

The Los Angeles County Museum of Art, the Bowers Museum, the Norton Simon Museum, the USC Pacific Asia Museum, the San Diego Museum of Art, and the Mingei International Museum are all examples of museum locations in the Southern California that might be considered for this assignment. A museum visitation will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

Method: Oral History

Integration: An oral history of an individual whose life experiences relate to the themes, issues, or subject matter addressed in the course. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, decide on the best way to preserve and present their oral history findings to the instructor or the class (e.g. a brief write-up of their interview, a short oral presentation, or reporting their findings to an historical organization that collects oral histories provided the interviewee grants permission), and consider how their oral history fits in or challenges current historical perspectives.

Method: Interview with a Professional in the Field

Integration: Students may interview a professional with expertise in the field of East Asia such as a historian, a professor of East Asian Studies, or a museum curator. They will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, and review interview protocols. Students will prepare a brief write-up of their interview and discuss what the interview contributed to their understanding of the field of East Asia.

Methods of Evaluation**Method****Exams/Tests****Integration**

Exams/Tests will be given that may consist of essay questions requiring students to demonstrate analytical thinking or short answer, multiple choice, or true/false questions requiring students to demonstrate competence with factual information related to key ideas, events, and theories of the development of early East Asian history. At least two exams must be an essay-based exam. Students will be evaluated on their ability to demonstrate a knowledge of major events, concepts, individuals, and institutions in early East Asian history; evaluate major interpretive historical theories in early East Asian history; and analyze the outcomes of major historical developments.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered and evaluated through CMS. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the CMS as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system in a timely fashion. All exams/tests must meet accessibility guidelines.

Method**Other****Integration**

Using maps, students will identify important locations (regions, nations, cities, ecological zones, bodies of land and water) and trace patterns of exchange between different parts of East Asia and the rest of the world that demonstrate an understanding of early East Asian history. Students will fill in blank maps of East Asia and will be evaluated based on the accuracy and completeness of their work.

DE Adaptations for MOE

The instructor will use the CMS to post assignments that require students to interpret various types of maps in ways that demonstrate an understanding of the relationship of geographical factors to historical developments. All online map assignments will meet accessibility standards. Students will submit any map assignments via the CMS. Feedback will be delivered via the CMS in a timely fashion.

Method

Papers

Integration

Students will demonstrate the ability to synthesize information from the lecture, discussions, films, and readings by organizing evidence and specific information into a coherent response to a major question in East Asian history, and produce clear and logically argued analyses in an interpretive essay. Topics might include an analyze the intersection of race, class, gender and ethnicity in early East Asian history. The assignment will be graded on content, analysis, and the use of sources.

DE Adaptations for MOE

Instructor will use the CMS to post detailed instructions for assignments that require students to demonstrate the ability to synthesize information from the lecture, discussions, films, and readings by organizing evidence and specific information into a coherent response to a major question in history, and produce clear and logically argued analyses in an interpretive essay. The assignments will be submitted via the CMS and graded on content, analysis, and the use of sources. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system in a timely fashion.

Method

Research Projects

Integration

Using a variety of library materials (journal articles, books, primary and secondary source documents, etc.) and visual media from Internet sources, students will work singly or in assigned groups to acquire additional knowledge about a select topic in early East Asian history. Topics might include investigating a connection between developments in past civilizations and events in the contemporary world. Students will interpret the information gained from their research in an analytical essay or multimedia presentation that will be graded, using a rubric, on the quality of the sources, the validity of the content of their research, as well as their interpretation and analysis of it.

DE Adaptations for MOE

The instructor will use the CMS to post materials explaining how to use a variety of library materials (journal articles, books, primary and secondary source documents, etc.) and visual media from Internet sources, for students to acquire additional knowledge about a select topic in early East Asian history. The students will interpret the information gained from their research in an analytical essay or multimedia presentation that will submitted via the CMS and will be graded on the quality of the sources, the validity of the content of their research, as well as their interpretation and analysis of it. Instructor feedback will be provided in a timely manner through the CMS, including, but not limited to, gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. All materials, delivery, and instructor/student communication must meet accessibility and confidentiality guidelines.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument. Honors class discussions of supplemental readings and films will be judged based on student preparedness as well as the student's ability to summarize, critically analyze, and provide their own perspective on the assigned readings. Journal writings, oral histories, and field trips will be assessed based on organization, quality, and accuracy of student work.

Assignments

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read the provided primary source excerpts from the Tale of Genji and the Pillow Book from the Heian period of Japanese history. By our next class meeting, be prepared to summarize the reading, share your personal reflections, and discuss the relevance of the materials to our course's focus on relationships of power, marginalization, and gender roles in early East Asian history. Feedback will be provided to students in a timely fashion in the CMS.

How assignment will be adapted in online format

This assignment can be adapted for the online format by using the Discussion Boards in the CMS to assign the readings, pose the discussion prompt and facilitate the discussion. Students would then be expected to respond to several of their classmates and either respond to the key point identified in the first student's post or attempt an answer to questions posed by their peers. Feedback will be provided to students within two weeks in the CMS.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Directions: Select four of the identifications listed below and provide the date, definition, and historical significance for each term. Dates should be narrowed down to a century, definitions should include the country of origin as well as a description of the term, and the historical significance should explain the importance and/or impact of the identification on the large scope of history. Reference primary sources as part of your answer when appropriate.

Go-Daigo

Ashikaga Takauji

Hino Meishi

shugo

Zen Buddhism

Kinkakuji

Ryukyu Islands

Hoi An

kawaramono

Noh Theater

Essays in Idleness

Ming Taizu

Zheng He

piracy

examination system

women and Ming-era medicine

The Three Kingdoms

The Water Margin

Matteo Ricci

chung'in

hangul

Hall of Worthies

women in the Confucian age

slavery in Choson Korea



Hideyoshi's invasions

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Select a topic in East Asian history before 1600 and write a five-page research paper that includes reference to a minimum of three academic sources. This topic can be one that is lesser known or is traditionally underrepresented, or a topic that you would like to examine through from a new perspective than previous scholarship. Be sure to present in your paper an argument about your topic based on evidence drawn from academic source materials. The paper should be formatted and cited using one of the major citation systems such as Chicago or MLA. Example topics include marginalized communities in East Asia such as the kawaramono, spiritual spaces such as Ise Shrine, transformative technologies such as the development of paper, artistic responses to colonial occupation such as Chinese painters at the Mongol court, or patterns of dominance and resistance seen in the institution of slavery in Joseon Korea.

How assignment will be adapted in online format

The parameters for this assignment, along with relevant links, will be posted as an assignment in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

As part of the scaffolding of the final research paper, write a brief (1-2 pages) proposal of the research paper topic. The proposal should clearly demonstrate that you have done some preliminary research to determine the viability and relevance of the chosen topic. In addition, the proposal should also contain a working thesis that will help guide the research efforts of the student.

How assignment will be adapted in online format

This assignment can be completed in the same exact manner in the online format, and submitted via the CMS. Feedback can be given via comments in the CMS, synchronous meetings using accessible videoconferencing software or via email.

Honors Assignments

Assignment

Students will complete all regular course requirements for History 107 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A), B), and C) below. Assignments D), E), F), and G) below are optional and one optional assignment may be required at discretion of the instructor.

Assignment

A) A research paper 10-15 pages long, typed, double-spaced on a topic that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and articles. A minimum of ten academic sources must be referenced in the paper. As part of this project, students may peer review one another's work. Research paper topics could include travel along the Silk Road, environmental history, the culture of play, Early Modern protest movements, slavery in East Asia, and the politics of humor.

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The research project is an opportunity for students to fine-tune and apply their research skills to identify and utilize academic sources and construct a critical argument supported by evidence.

Assignment

B) Assigned readings beyond the scope of the regular section of History 107. Additional primary documents, journal articles, or a book will be assigned for reading, summary, and review. Contradictory readings on the same topic may be analyzed to encourage critical thinking on the various perspectives of history. Primary source readings could include The Three Kingdoms, The Tale of Genji, or the Tale of Ch'unhyang. Secondary source readings could include The Silk Road, Gender in China's Medical History 960-1665, or The Origins of Japan's Medieval World: Courtiers, Clerics, Warriors, and Peasants of the Fourteenth Century.

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will summarize and critically analyze either a primary source or a peer-reviewed academic journal article that may be directly relevant to their research project or provide an opportunity to study a topic with greater rigor than the regular section of History 107.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students are encouraged to design a research project that is innovative, of personal interest to them, and focuses on underrepresented or lesser known perspectives and experiences pertaining to early East Asian history.

Assignment

C) A 10-15 minute oral presentation of the final research project given to their fellow honors students or to the entire class. The oral presentation will be supplemented with a visual aid such as a slideshow that highlights key points from the presentation.

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

The oral presentation will afford students with a leadership opportunity of guiding their fellow Honors colleagues through an analysis of their chosen topic and facilitating a discussion generated by a question and answer session that follows the presentation.

Assignment

D) An oral history of an individual whose life experiences relate to the themes, issues, or subject matter addressed in the course. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, decide on the best way to preserve and present their oral history findings to the instructor or the class (e.g. a brief write-up of their interview, a short oral presentation, or reporting their findings to an historical organization that collects oral histories provided the interviewee grants permission), and consider how their oral history fits in or challenges current historical perspectives.

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

This assignment provides a forum for students to engage with individuals outside of class to enhance their understanding of topics and themes addressed in the course.

Assignment

E) An interview of a professional working the field of East Asia. Students will interview a professional with expertise in the field of East Asia such as a historian, a professor of East Asian Studies, or a museum curator. They will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, and review interview protocols. Students will prepare a brief two-page write-up of their interview and discuss what the interview contributed to their understanding of the field of East Asia.

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

This assignment provides a forum for students to engage with scholars or professionals working in a field related to East Asian history to enhance their understanding of topics and themes addressed in the course.

Assignment

F) A discussion of a film related to East Asian history. The film will expand on topics covered in the course or introduce new content to students. The discussion will include a synopsis of the film, its structure, major themes, and significance. Students will be required to submit a one to two page analysis of these points in preparation for the class discussion.

Assignment

G) A project outside normal class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 107H. The Los Angeles County Museum of Art, the Bowers Museum, the Norton Simon Museum, the USC Pacific Asia Museum, the San Diego Museum of Art, and the Mingei International Museum are all examples of museum locations in the Southern California that might be considered for this assignment. A museum visitation will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

This assignment provides an opportunity for students to learn about East Asian history outside of the classroom in educational spaces such as natural history or art museums.

Course Materials**Textbooks**

Walton, L. (2023). Middle Imperial China, 900–1350: A New History (New Approaches to Asian History). Cambridge: Cambridge University Press. doi:10.1017/9781108355025

Ebrey, et al (2014). Premodern East Asia: A Cultural, Social, and Political History, Volume I: To 1800 Wadsworth Publishing. ISBN: 978-1133606512

Guangzhong Luo (1999). Three Kingdoms University of California Press. ISBN: 0-520-21585-0

McCullough, H (1994). Genji and Heike: Selections from the Tale of Genji and the Tale of Heike Stanford University Press. ISBN: 9780804722582

De Bary, et al (2008). Sources of East Asian Tradition, Volume I. Columbia University Press. ISBN: 978-0231143059

Holcombe, C. (2017). A History of East Asia: From the Origins of Civilization to the Twenty-First Century Cambridge University Press. ISBN: 1107544890

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Early East Asian history affords students the opportunity to see how the elements of race, gender, ethnicity and culture have interacted. This class explores the development and impact of political, social, and cultural trends in early East Asian societies. A concerted effort has been made to include these elements of diversity into the course content and course assignments, where students are invited to study, research and present on these topics. Specifically, the course content was enhanced to highlight the role and impact of women and historically marginalized groups.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The instructor will present course content in different ways to accommodate for visual, auditory, and verbal learning styles. With diverse learners in mind, a variety of reading materials and films will supplement this class. The projects are written to allow students to choose topics that are of interest to them. For face-to-face or online classes, the research project can be presented orally or through a written format. Formative assignments are present the COR as low-risk assignments. This course includes small group and/or discussion activities or assignments that benefit various learning styles.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will incorporate student-to-student interaction through in-class or online discussions. Students will use collaborative learning exercises to discuss primary source documents and major questions in early East Asian history among themselves enabling them to exchange ideas and to prepare for examinations. Students might also work in small groups online or in-class to peer-review or create presentations.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate group discussions or activities. In lecture, faculty will have the opportunity to model sound historical thinking and analysis while encouraging students to make similar connections between course content and student observations as it relates to early East Asian. Faculty will offer feedback on student assignments through accessible video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students will interact with the content through the watching of historically relevant films/documentaries to offer a visual impression of early East Asian history. Lectures, utilizing supporting visual materials (computerized images, maps or white board) will allow the instructor to introduce key concepts in early East Asian history. Research Projects will allow students to explore topics in early East Asian history on their own using library materials (primary and secondary sources).

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will encourage students to reflect on how key events in early East Asian history have had a major impact on today's society. Students will be given the opportunity to reflect on the relevance of course themes to their own lives and how critical thinking practiced and honed in this course can serve as transferable skills in other academic disciplines and aid in a student's career goals.

Key: 1830