



HIST-108: THE HISTORY OF EAST ASIA SINCE 1600

Also listed as: HIST-108H

Effective Term

Fall 2025

BOT Approval Date

06/12/2025

Discipline

HIST - History

Course Number

108

Course Title

The History of East Asia Since 1600

Short Title

East Asia Since 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-108H

C-ID (Admin Only)

CB 00

CCC000581735

Course Title

Honors the History of East Asia Since 1600

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Approved Third Cal-GETC Area

Catalog Description

This course explores the major themes in the development of Chinese, Japanese, and Korean societies from the beginning of the 17th century to the present. Emphasis will be placed on early modern developments, nation building and the rise of empires, colonial resistance, Southeast Asian connections, and postwar trends. The class examines the relationship between East Asia and the world with a specific focus on the political, social, economic, technological, and cultural 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

54.0101 - History, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	End

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. Compare the political, cultural, and socio-economic characteristics of modern East Asian societies.
2. Demonstrate an understanding of patterns of governance, political ideologies, and belief systems of modern East Asian societies.
3. Analyze the causes and consequences of imperial expansion, military conflicts, colonization, and forms of resistance in East Asian history.
4. Formulate independent interpretations of historical data and sources concerning class, gender, ethnicity, marginalized and outcast groups, culture, and politics in East Asian history.
5. 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.
6. Analyze the regional and global patterns of interaction between East Asian societies and the world through trade, cultural exchange, technology transfer, travel, and migration.
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 modern East Asian history.
8. Examine industrialization and modernization efforts in Japan, China, and Korea, their social and environmental consequences, and their global impact.

9. Develop independent theses about East Asian history through a critical analysis of a variety of primary and secondary source material.

10. Examine the connections between past and contemporary cultural and political developments in East Asian history.

Honors Objectives

1. Develop advanced-level research skills through the completion of a major research project in later 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 later East Asian history

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion of East Asian history since 1600.

2. The students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to East Asian history since 1600 to demonstrate historical understanding and cultivate social awareness.

3. The students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to East Asian history since 1600.

Content

Course Lecture Content

1. Creation of the Manchu Empire
 - a. The Ming Dynasty Lapses into Disorder
 - b. Rise of the Manchus
 - c. Ming Loyalty
 - d. The Qing at Its Height
 - e. The Banner System
 - f. Contacts with Europe
 - g. Qing-era literature and art
 - h. Gender Roles and Family Life
 - i. Non-Han Ethnic Groups
2. Vietnam and Its Relations with China
 - a. The Sphere of Chinese Civilization
 - b. Early Development of Vietnam
 - c. The Chinese Pattern Challenged and Reaffirmed
3. Tokugawa Japan: A Centralized Feudal State
 - a. Political Reunification and Shogunate Rule
 - b. Tokugawa Ideologies
 - c. Agricultural Transformations and Commercial Development
 - d. Urban Life, Gesaku Literature, Ukiyo Prints, Kabuki Theater
 - e. Women of the Tokugawa Era and Outcaste Groups
 - f. Intellectual and Religious Trends
 - g. Economic Challenges and Peasant Uprisings
 - h. Relations with the Ryukyu Islands and the Ainu
 - i. The Erosion of the Tokugawa System
4. Late Choson Korea
 - a. Relations with the Manchus
 - b. Economic and Institutional Reforms
 - c. Return of Factional Disputes
 - d. Decline of Military Service and Rural Credit Systems
 - e. Slaves and Yangban in Late Choson Society
 - f. New Movements in Scholarship and Learning

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5. Foreign Incursions and Rebellion in China
 - a. Economic and Fiscal Problems
 - b. Crises of the Mid-Nineteenth Century
 - c. The Opium Wars
 - d. Early Treaty Ports
 - e. The Taiping Rebellion
 - f. The Decline of the Qing Empire in Comparative Perspective
 6. Japan in Turmoil and Responses to the West
 - a. Domestic Secessions
 - b. Domainal Reforms
 - c. Unequal Treaties with the United States
 - d. Debates on the Foreign Threat
 - e. Nineteenth-Century Science and Technology
 - f. Late Tokugawa Art and Depiction of Foreigners
 - g. Political Turmoil and the Fall of the Shogunate
 7. Modernization in Meiji Japan
 - a. Reforms and Opposition
 - b. The Meiji Emperor and the Charter Oath
 - c. The Iwakura Mission
 - d. The Meiji Constitution
 - e. Women and Millenarian Protest
 - f. Industrialization of Japan
 - g. Nation Building through Imperial Rescripts, Education, and the Military
 - h. Imperialism, Ryukyu, and Ainu Relations
 - i. Forms of Self-Representation: Expositions and Human Pavilions
 8. The Final Years of Choson Korea
 - a. The Nature of Consort Rule
 - b. Abolition of Slavery
 - c. Social Ferment and Popular Culture
 - d. Foreign Incursions from China and the West
 - e. Ganghwa Treaty of 1876
 - f. The Donghak Rebellion
 - g. Impact of the Sino-Japanese War
 9. China's Response to the West
 - a. Early Westernization in Self-Defense
 - b. Restoration of Confucian Government
 - c. Reaction to Christian Missions
 - d. Difficulties of Early Industrialization
 - e. The Slow Progress of Modernization
 10. Imperialist Encroachments on China, Vietnam and Korea
 - a. Foreign Aggression on China's Periphery
 - b. Vietnam's Absorption to France
 - c. Korea's Response to the Outside World
 11. The Heyday of Imperialism in China
 - a. Power Politics over China
 - b. The Boxer Rebellion
 - c. Imperialism and the Chinese Response
 12. 1920s and 1930s Japan: Democracy and Its Limits
 - a. The Rise of Militarism
 - b. The Growth of Parliamentary Influence
 - c. Taisho Democracy
 - d. Burakumin Liberation Movement
 - e. Attempted Assimilation and Discrimination of the Ainu
 - f. Treatment of Koreans in Japan
 - g. Japanese Radicals

- h. The Rise of Militarism
- i. Japan at War
- 13. China: From Monarchy to Warlordism
 - a. The Late Qing Reforms
 - b. The Revolution of 1911
 - c. The Presidency of Yuan Shikai
 - d. The Republic's Decline into Warlordism
- 14. The Loss of Korean Independence and Colonial Rule
 - a. Nationalist Movements
 - b. Women's Rights
 - c. The Transition to Colonial Rule
 - d. The Introduction of Western Technology and Influences
 - e. Japanese Colonial Rule
 - f. Rise of Communism and Militant Nationalism
 - g. Korea During Wartime: Military Conscription, Forced Labor, Communist Guerillas, and Comfort Women
- 15. The Rise and Decline of Nationalist China
 - a. The Revolution in Thought and Culture
 - b. The Background of the Nationalist Revolution
 - c. The Guomindang's Rise to Power
 - d. The Women's Movement
 - e. Japan's Aggression in China
 - f. The Chinese Communist Party During the War
 - g. Civil War and the Communist Victory
- 16. The New Japan
 - a. The Road to War
 - b. Wartime Mobilization
 - c. War in East Asia,
 - d. Occupation, Collaboration, and Wartime Memory
 - e. The American Occupation and the Yoshida Ministries, 1945-1954
 - f. Political Activism of Burakumin and Women
 - g. Social and Political Change in an Era of High Growth
- 17. The Rim Regions of East Asia: Vietnam, Taiwan, Korea, Hong Kong, Thailand and Singapore
 - a. Vietnam: From Colony to Communist State
 - b. Taiwan: From Colony to Republic
 - c. Korea: From Colony to Divided Nation
 - d. Hong Kong and Singapore
 - e. Thailand and the West
- 18. The People's Republic
 - a. The Rise of the Maoist Leadership
 - b. Founding the People's Republic
 - c. Ideology and Social Control
 - d. Impact of the Korean War
 - e. Collectivization of Agriculture
 - f. Departing from the Soviet Model
 - g. Minorities and Autonomous Regions
 - h. The Great Leap Forward
 - i. The Sino-Soviet Split
 - j. The Cultural Revolution
 - k. The Death of Mao
- 19. China Since Mao
 - a. The Communist Party After Mao
 - b. Restructuring the Economy
 - c. Environmental Degradation
 - d. Consumer Culture
 - e. Social and Cultural Changes: The Arts, Gender Roles, and the One-Child Family

- f. Critical Voices: Fang Lizhi, Hu Yaobang, and Tiananmen Square
- g. China in the World
- 20. Korea After World War II
 - a. Liberation and National Division
 - b. The Korean War
 - c. The Republic of Korea
 - d. Civilian Presidents Social and Cultural Modernization
 - e. The Democratic People's Republic of Korea
- 21. Contemporary Japan
 - a. Political Protest and Environmental Pollution
 - b. Strains of the 1970s
 - c. Challenges faced by Burakumin
 - d. Women's Rights
 - e. Ethnic Pride Movements of Ainu and Okinawans
 - f. The Roaring 1980s: Economic and Cultural Developments
 - g. Malaise in the 1990s Challenges of the Twenty-First Century

Honors Content

The honors component of History 108 will encourage students to work above the survey level to explore issues in the modern history of East Asia with greater depth and complexity. The topics to be covered in History 108H are the same as those covered in History 108. 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:

- China and the seventeenth-century global economy
- the impact of silver and printing on Chinese culture
- the Genroku-era literature and art
- reform narratives in nineteenth-century Korea
- U.S.-East Asian immigration concerns
- Japanese imperial expansion into Southeast Asia and colonial resistance
- the economic transformation of Korea and Taiwan
- contemporary relations between China, Tibet, and Central Asia

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 patterns of governance, political ideologies, and belief systems of modern East Asian societies.

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 the history of science. 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 East Asian history from the seventeenth century to the contemporary period, expand upon information provided in the assigned reading and visual materials, and provide the students with a framework to interpret political, cultural, and socio-economic characteristics of modern East Asian societies. Supporting visual materials may include PowerPoint presentations and other digitally-generated images such as maps, charts, diagrams, photos, or film clips.

DE Adaptations for MOI

Online lectures and supporting visual materials that 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 CMS as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Projects

Integration

Instructor will take time in class to describe the methods, sources, and topics for a research project through which students will formulate independent interpretations of topics such as those related to class, gender, ethnicity, marginalized and outcast groups, culture, and politics in East Asian history. The instructor will also explain the requirements for the assignment, the need for analysis and critical thinking, and the importance of research and bibliographical work.

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 develop an original thesis and acquire additional knowledge about a select topic such as Ainu rights, Great Kanto Earthquake, Donghak Rebellion, Independence Club, Burakumin Liberation Movement, Cultural Revolution, Uyghurs in Xinjiang, the Korean Wave, and Hibakusha Activism. The written instructions will emphasize the need for analysis and critical thinking, and the importance of research and bibliographic work. Students will 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 in 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 topics such as the causes and consequences of imperial expansion, military conflicts, colonization, and forms of resistance in East Asian history.

DE Adaptations for MOI

Reading materials will be accessible through the CMS, the MSJC Library, or other online resources. All reading materials and delivery methods must meet accessibility guidelines.

Additional Methods of Instruction for Honors

Method: Honors Section Meetings

Integration: Honors section meetings will provide a forum for instructors and students to discuss the field of history and historiography as well as analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped East Asian history. These discussions can also cover student progress on research projects including research proposals, sources, thesis statements, outlines, and rough drafts as well as peer-reviews of these assignments. Students will meet as a group or individually with the instructor a minimum of once a month for a minimum of four meetings over the course of the semester.

Method: Service Learning Project

Integration: Service learning at history institutions, museums or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities after the conclusion of the course.

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: Out of Class Activities

Integration: Students will engage with academic inquiry and analysis of history topics by visiting a museum exhibition, going to a film screening, or attending an academic lecture at a nearby university or museum. These activities will encourage students to draw parallels between the past and contemporary society and provide a means of experiencing East Asian history through a variety of media beyond the classroom.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams will consist of multiple-choice, true/false, fill-in, or short answer questions that require students to demonstrate competence with factual information. In addition, essay questions will require students to analyze, evaluate, and synthesize information such as industrialization and modernization efforts in Japan, China, and Korea, their social and environmental consequences, and their global impact.

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. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. Feedback will be provided in a timely fashion, typically within a two-week period. 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 modern East Asian history.

DE Adaptations for MOE

Instructors will use the CMS to post map work assignments that require students to identify important locations (cities, states, empires, battles, ecological zones, bodies of land and water) and trace patterns of migration, trade, exploration, and exchanges of knowledge that demonstrate an understanding of the development of modern East Asian history. The use of maps and related websites should be accessible to all users. Alternative text will be provided for all images and feedback will be provided through the CMS typically within a two week period.

Method

Papers

Integration

Short or extended essay assignments that require students to use primary and secondary source readings to investigate topics such as the visual arts, architecture, literature, performance art, and material culture in the history of modern East Asia. They will be graded on the organization and quality of their evidence, and their ability to analyze, compare, and contrast the ideas, people, and events under consideration.

DE Adaptations for MOE

Instructor will use the CMS to post detailed instructions for short or extended essay assignments that require students to use primary and secondary source readings to investigate key topics and themes in the course, such as the visual arts, architecture, literature, performance art, and material culture in the history of modern East Asia. They will be graded on the quality of the thesis, incorporation of academic sources, organization, and coherency of the writing. These 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 typically within a two-week period. All papers must meet accessibility guidelines.

Method

Projects

Integration

A multi-media project and/or assigned interpretive paper to be completed outside of class where students will develop an independent thesis about East Asian history through a critical analysis of a variety of primary sources and secondary source material. Topics may include the perspectives and contributions of historically underrepresented and marginalized groups in modern East Asian history. The assignment will be graded on the evidence used to support the thesis and the quality of analysis. Proper grammar, punctuation, paragraph structure, organization, and source citations will also be evaluated.

DE Adaptations for MOE

The students will interpret the information gained from their research in an analytical essay or multimedia presentation that will be 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 typically within a two-week period 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 and multimedia projects will be assessed on clarity of argument and presentation, supporting evidence, the number and types of references consulted, depth of analysis, and historical and scientific accuracy.

Oral presentations will be evaluated based on lucidity, organization, critical thinking, originality of argument, and visual aids.

Honors class discussions of supplemental readings or viewings will be judged based on student preparedness as well as the ability of students to summarize, critically analyze, and provide their own perspective on the assigned material.

For service learning projects, students will be evaluated on their completion of the agreed upon number of volunteer hours as well as the quality of the reflection paper that integrates academic source material and their service learning experience, the number and types of references consulted, depth of analysis, organizational structure, grammar, and the connection back to themes associated with the course.

Out of class assignments, text and film discussions will be assessed based on quality, organization, accuracy, and how well they address and further illuminate the subject matter of the course.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read the assigned excerpt from the Autobiography of Fukuzawa Yukichi. After finishing the reading, discuss with your group members Fukuzawa's views on serving in government office and his broader attitude toward westernization in Japan as reflected in the autobiography excerpt. Be ready to share your group's findings with the larger class.

How assignment will be adapted in online format

The instructor will share the assigned reading with students via Canvas. Using the "Group" or "Break-out Room" function within the CMS, the instructor will create groups and pose questions for the students to answer about the assigned reading. Instructor feedback will be provided through the grade book function, messaging, or other form of confidential communication typically within a two-week time frame. Any material for students and communications will meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Directions:

Post a response to the following discussion board prompt. Your response must be a minimum of two paragraphs in length and include at least two quotes from Musui's Story: The Autobiography of a Tokugawa Samurai. Quotes should be introduced, incorporated into your analysis and appropriately cited.

Discussion Forum Prompt:

Did Musui embody the ideal portrait of a Japanese samurai as depicted in works like Hagakure? Or did his life parallel Japan's shifting political and social landscape as the country transitioned from a feudal to modern society? Provide specific examples from the reading to support your analysis.

How assignment will be adapted in online format

Using the CMS, students will respond to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion board posts can then be used as a starting point for course discussions. 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 typically within a two-week time frame. 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 research topic in East Asian history since 1600. 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 traditional scholarship. By selecting your own research topic, you have an opportunity to explore something of personal interest to you and are committed to researching the entire semester. Sample topics include but are not limited to Taisho-era women's rights activists, Japanese medical experiments at Unit 731, Korean Comfort Women and the reparations movement, Hong Kong refugees, and the legacies of the Fukushima nuclear disaster. Once you have identified your topic and received approval from the instructor, write a five to seven-page research paper that includes an argumentative thesis statement that is supported by evidence from a minimum of three academic sources that are appropriately cited.

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 typically within two weeks. Any material for students and communications must meet accessibility guidelines.



Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

The author of the book *Lost Names: Scenes from a Korean Boyhood* argues there is a tension between “small histories” with a lowercase h and “History” with a capital h. What value do you think there is in telling “small histories”? Provide specific examples from the book to support your analysis. Your response should be a minimum of three pages.

How assignment will be adapted in online format

Reading and essay questions will be delivered to students through the CMS and students will submit their essay response in the CMS. Instructor feedback will be provided through the grade book function, messaging, or other form of confidential communication typically within a two-week time frame. Any material for students and communications will meet accessibility guidelines.

Honors Assignments

Assignment

Students will complete all regular course requirements for History 108 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete the requirements of A). They are also required to complete B) or C). Assignments D), E), F), or G) below are optional and one or two optional assignments may be required at discretion of the instructor.

Assignment

A) Assigned readings beyond the scope of the regular section of History 108. One book or two or three academic journal articles 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. Students understanding, analysis, and reflections about the reading can be shared through an honors group discussion or through a one to two-page thought paper. Example readings could include *Imagined Empire: The Cultural Construction of Manchukuo* by Louise Young; *Under the Black Umbrella: Voices from Colonial Korea, 1910-1945* by Hildi Kang; *Collaboration: Japanese Agents and Local Elites in Wartime China* by Timothy Brook; *Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times* by Miriam Silverberg; *The Road to Democracy: Taiwan's Pursuit of Democracy* by Lee Teng-hui; and *Censoring History* by Laura Hein and Mark Selden.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

The materials chosen for this assignment can be reflective of the current thinking on challenging issues. Students will grapple with the theses, implications, or conclusions of these materials and then meet as a group for discussion. Students will also complete a 1-2 page personal reflection on the material. This assignment thus promotes engagement with the material (key issues in the history of East Asia), engagement of students with themselves, with each other, and with the instructor.

Assignment

B) An original research project investigating a topic within modern East Asian history.

The project will involve original research, using primary and secondary sources and may include interviews, surveys, literature reviews, or other methods. Students will submit a proposal of their research topic, a working thesis and annotated bibliography, and a final research product selected from options B1), B2), or B3) below. For options B1), B2), or B3) students will submit an analysis that will include background information, methods of the research or engagement, a discussion of the project, and a reflection. The

project will contain a bibliography with a minimum of ten academic sources that must be referenced in the project. As part of this project, students will be given training in research methods in history. Students will also submit a 250-word abstract of their work. The instructor may organize student peer reviews of their research proposals, thesis and outlines, or rough drafts of their projects.

The project will be developed by the student in consultation with the instructor. Background 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.

Research project topics could include topics such as Tokugawa ideology, Rangaku scholarship, Jesuits in China, legacies of the Opium Wars, the “New Woman” in colonial Korea, peasant nationalism in wartime China, historical memory and the Nanjing Massacre, nationalist reunification movements in Korea, and the role of censorship in the writing of East Asian history.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

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

The research project will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, and produce a final product of their research.

Assignment

B1) 9-12 page research paper, adhering to the guidelines listed above.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

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

The Honors paper will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, outline their analysis, and produce a final paper.

Assignment

B2) Multimedia project such as a 5-10 minute film or a graphic novel that adheres to the guidelines listed above.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

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

A multimedia project will require academic rigor comparable to a substantial paper, as well as comparable research skills. In addition, the multimedia project will require facility with digital technology.

Assignment

B3) Academic poster adhering to the guidelines listed above.

Required or Optional

Optional



Honors Core Values

Academic Rigor and Research

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

An academic poster requires academic research at a level of rigor comparable to a substantial standard research paper, with the addition of finding appropriate visual aids, making sensible and accurate figures (graphs, maps) and tables, and organizing information to be visually appealing and accessible.

Assignment

C) Create a service learning project in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to historical preservation sites, museology, the politics of the visual representation of history, or similar topics. Students will submit a 4-7 page reflection paper that connects their volunteer experience to themes addressed in the course and they will integrate the three articles into the reflection paper. Students will turn in to the instructor a log of their hours signed by an employee of the institution where they are volunteering.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

A service learning project will provide an Honors student with the opportunity to work within their community, apply their research knowledge, and connect their academic training with their real-world experience at the service learning institution.

Assignment

D) A 10-15 minute oral presentation of the final research project or an outline of the research project given to their fellow honors students or to the entire class.

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

A 10-15 minute oral presentation of the final research project (option B or C) given to their fellow honors students, to the entire History 108 class, or to another appropriate audience. The presentation will include a visual aid (slides, a poster, or similar).

For service learning projects, students may wish to share the content of their reflection with the institution where they volunteered in the form of a lecture, presentation, or suggested action plan that the instructor and other honors students in the course are invited to attend.

Assignment

E) Interview an individual whose life or professional experiences relate to the subject matter of History 108H. 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 interview or oral history findings to the instructor or the class (i.e. 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 findings fit in or challenge current historical perspectives.

Required or Optional

Optional

Honors Core Values**Leadership****Justify how the assignment reflects the Leadership Core Value**

Organizing an interview with a professional in the field will require Honors students to develop leadership skills as they select, organize, implement, report, and reflect on the significance of the interview conducted.

Assignment

F) A journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Required or Optional

Optional

Honors Core Values**Inclusivity****Justify how the assignment reflects the Inclusivity Core Value**

Journaling will allow students to bring various ideas into their course work that might not have found any other place in the course to be expressed. Further, journaling allows students to express themselves in a manner they are comfortable with, promoting a feeling of inclusion in the course.

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 108H. 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 Mingie 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. Other activities could include a film viewing such as Graveyard of the Fireflies or attending an academic lecture at a local university or museum.

Required or Optional

Optional

Honors Core Values**Engagement****Justify how the assignment reflects the Engagement Core Value**

Field trips offer students a chance to learn history in academic spaces outside of the classroom, network with professionals in the field, and consider the real-world significance of their research.

Course Materials**Textbooks**

Holcombe, Charles (2025). A History of East Asia: From the Origins of Civilization to the Twenty-First Century. 3rd ed. Cambridge: Cambridge University Press. ISBN: 9781009504799

Lipman, Jonathan, Barbara Molony, and Michael Robinson (2012). Modern East Asia: An Integrated History Pearson. ISBN: 0321234901

DeBary, Theodore (2008). Sources of East Asian Tradition, Volume Two Columbia University Press. ISBN: 0231143230

Ebrey, Patricia and Anne Walthall (2013). Modern East Asia: A Cultural, Social, and Political History, Volume 2: From 1600, Third Edition Wadsworth Publishing. ISBN: 1133606490

Katsu, Kokichi (1991). Musui's Story: The Autobiography of a Tokugawa Samurai Houghton Mifflin Company. ISBN: 0816512566

Chang, Jung (2003). *Wild Swans: Three Daughters of China* Touchstone. ISBN: 0743246985
Gordon, Andrew (2019). *A Modern History of Japan: From Tokugawa Times to the Present*, Fourth Edition Oxford University Press. ISBN: 0190920556

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

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

This course affords students the opportunity to see how the elements of race, gender, ethnicity, and culture have interacted in the history of modern East Asia. The class explores the development and impact of political, social, and cultural trends in East Asian societies. A concerted effort has been made to include elements of diversity into the course content and course assignments, where students are invited to study, research and present on topics such as racial justifications for colonial rule, national identity and evolving conceptions of gender and sexuality, and social acceptance and discriminatory treatment of diaspora communities. Specifically, the course content was enhanced to highlight the role and impact of women as well as historically marginalized or underrepresented 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 various preferred learning styles. With diverse learners in mind, a variety of accessible reading materials, films, and assignments are incorporated into this class. Assignments and projects are written to allow students to choose topics that are of interest to them. This allows students to develop as scholars and to pursue topics of particular relevance to them.

For face-to-face or online classes, the research project can be presented through a written format or an alternative format (presentation, multimedia creation) to be determined in collaboration with the instructor(s). Formative assignments are present in the COR as low-risk assignments. This course includes small group activities, discussions, peer reviews, and assignments that emphasize a variety of ways to learn.

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 be able to engage in small group and whole class discussions with each other when completing collaborative learning exercises. These may focus

on analysis of primary source documents and major questions related to political, cultural, and socio-economic characteristics of modern East Asian societies. They may also allow reflection on the role of race, class, gender and ethnicity in the history of modern East Asia. These discussions will be among students themselves, enabling students to exchange ideas and to prepare for course assignments and class discussions. Students also work together on projects or other activities in small groups online or in-class, engage in peer reviews, respond to announcements, and create presentations together. Students additionally will create a presentation to teach other students about a topic they have investigated in detail.

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 a scholarly approach to analyzing historical trends and developments, and show how evidence is used to support interpretations related to the history of modern East Asia. The instructor(s) will encourage and emphasize critical thinking, the value of asking questions, research skills, generation of theses, and how arguments can be successful. Faculty will offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students. Faculty will provide office hours and mid-semester check-in meetings with students on demand. Faculty will also be available by email.

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

Students will interact with the content through reading (the textbook and a diverse array of primary and secondary sources provided in the course), watching historically relevant films/documentaries/videos to offer a visual impression of the history of East Asia, listening to live or recorded lectures, participating in in-class activities, by studying for and taking quizzes and major exams, and through a research project. Research projects will allow students to investigate topics of interest to themselves, beyond the typical course content, using scholarly sources and library materials (primary and secondary sources). In the process, students will acquire knowledge relevant to the course and learn research, writing, and presentation skills.

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

This course will encourage students to reflect on how key events in the ongoing development of East Asian history has had a major impact on today's society and on their personal lives. Students will be encouraged during in-class and out-of-class activities to reflect on current concerns in society and to connect these concerns to the broad historical themes explored in the course as well as to themselves. Students will be given the opportunity to reflect on their own understanding of course content, skill development, and methods to enhance their own course success. Students will consider how critical thinking practiced and honed in this course can serve as transferable skills in other academic disciplines and further a student's career goals. The course also provides opportunities to confront critical issues in modern East Asia involving gender discrimination, legacies of nuclear war, environmental concerns, racism and discrimination, geo-political tensions, and similar issues. The course encourages students to see these as current (not merely historical) concerns and to consider their own personal responses.

Key: 1832