

UNIVERSITY OF GUAM  
COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES  
DIVISION OF HUMANITIES  
**HISTORY OF EAST ASIA SINCE 1600  
(HI372)**  
ONLINE LEARNING FORMAT  
COURSE SYLLABUS  
FANOMNAKAN (SPRING) 2025

**Instructor Information:**

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**Course Information**

Virtual Office Hours: by  
appointment  
Moodle Login:  
<https://moodle.uog.edu/login/index.php>  
Enrollment Key: TBA

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**Course Description:**

This course examines continuity and change in East Asia (China, Japan, and Korea) since 1600.

**Additional Course Description:**

History 372 is a survey course of East Asian history from the seventeenth century to the present day. This course is designed to provide a comprehensive overview of the main events of the modern era in China, Japan, and Korea. In addition to providing a general survey of such developments, this course will examine intellectual trends and social movements, material culture, gender relations, colonialism, imperialism, national identity formation, modernity, and other issues affecting the ordinary person.

**Student Learning Objectives (SLO's)**

UOG's History Program offers students an opportunity to learn a particular set of skills called Student Learning Outcomes.

Below you will find the Student Learning Objectives for HI 372 (History of East Asia Since 1600).

As a result of studying the material, using the learning tools on the Moodle page, completing course assignments, and seeking help from the instructor, a student will be able to:

1. demonstrate, during class discussions, presentations, and on assigned papers, the ability to communicate historical knowledge, interpretations, and arguments in a logical and clear manner;
2. show, during class discussions, presentations, and on assigned papers, an understanding of the major concepts covered in the course;
3. interpret and use primary sources during class discussions, presentations, and on paper assignments;
4. exhibit, during class discussions, presentations, and on paper assignments, an understanding of the political, social, economic, and cultural aspects of modern East Asian history.

## UOG History Program SLOs

Upon completing a bachelor's degree in History, students will be expected to:

- a) To be knowledgeable of major historical themes, developments, and events;
- b) To read, interpret, and evaluate historical evidence carefully and analytically;
- c) To develop skills in conducting independent historical research, including the ability to define a historical problem, locate appropriate evidence, organize information logically, and articulate findings clearly; and
- d) To express their historical analyses clearly and persuasively both in written and oral forms.

## UOG Institutional Learning Objectives (ILOs)

- a) Mastery of critical thinking and problem solving
- b) Mastery of quantitative analysis
- c) Effective oral and written communication
- d) Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
- e) Responsible use of knowledge, natural resources, and technology
- f) An appreciation of the arts and sciences
- g) An interest in personal development and lifelong learning

HI372 Student Learning Objectives (SLOs)	History SLOs	UOG ILOs	Assessment
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a. To demonstrate, during online discussion forums, presentations, and on assigned papers, the ability to communicate historical knowledge interpretations, and arguments in a logical and clear manner.	a, b	a, c, d, e, f, g	Exams, Primary Source Analysis Exercises, Edpuzzles, Discussion Forums, Quizzes
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b. To show, during online discussion forums, presentations, and on assigned papers, an understanding of the major concepts covered in the course.	a, b	a, c, d, e, f, g	Exams, Essays, Primary Source Analysis Exercises, Discussion Forums, Edpuzzles, quizzes
c. To interpret and use primary sources during online discussion forums, presentations, and on paper assignments.	a, b, d	a, c, d, e, f, g	Exams, Essays, Primary Source Analysis Exercises, Discussion Forums, Edpuzzles, quizzes
d. To exhibit, during online discussion forums, presentations, and on paper assignments, an understanding of the political, social, economic, and cultural aspects of modern East Asian history.	a, b, d	a, c, d, e, f, g	Exams, Essays, Primary Source Analysis Exercises, Discussion Forums, Edpuzzles, quizzes

## Course Requirements

Your grade will come from a combination of two exams, two film responses, Edpuzzles and miscellaneous assignments, primary source analysis exercises, and class discussion forums.

• CLASS DISCUSSION FORUMS (9)	20%	<u>Grade Scale</u>
• Edpuzzles and Misc. Assignments:	20%	A: 90-100%
• MIDTERM EXAM	10%	B: 80-89%
• Film Responses (2@ 5% each)	20%	C: 70-79%
• Primary Source Analysis Exercises	20%	D: 60-69%
• FINAL EXAM	10%	F: 0-59%

You can keep track of your progress by accessing the grades feature on the Moodle page. In general, letter grades can be translated as follows:

A: This grade represents excellent performance and reflects superior mastery of the SLO's.

B: This grade represents good performance and reflects sound mastery of the SLO's.

C: This grade represents fair performance and reflects satisfactory mastery of the SLO's.

D: This grade represents poor performance and reflects minimal mastery of the SLO's.

F: This grade represents unsatisfactory performance and reflects indiscernible mastery of the SLO'S

## Policy on Late Work:

It is critical that you meet your deadlines.

Late work will be docked accordingly:

- **On Time: No Penalty**
- **Within One Week Past Deadline: -20%**
- **More Than One Week Late: -40%**

## Required Text/Materials:

For your reference here are the bibliographic citations for the main text:

*Ebrey, Walthall, and Palais. Modern East Asia: A Cultural, Social, and Political History from 1600 (Boston: Wadsworth, 2009)*

An accompanying online resource site for your main text is available at:

[http://college.cengage.com/history/world/ebrey/east\\_asia/2e/student\\_home.html](http://college.cengage.com/history/world/ebrey/east_asia/2e/student_home.html).

All viewing, listening, and reading materials for this course will be made available free of charge through Moodle or other electronic methods (weblinks, email attachments, etc.). In addition to accessing materials, Moodle will also serve as the platform for you to communicate with your instructor and fellow classmates, track your progress, and submit assignments.

Because we will rely so heavily on this Learning Management System, it is essential that all students gain a working familiarity with its basic functions from the start of the semester.

Login to the system by visiting: <https://campus.uogdistance.com/login/index.php>.

## **Required Computer Software:**

- Free Internet Browser: **Mozilla Firefox** <https://www.mozilla.org/en-US/firefox/new/>
- Free PDF file reader: **Adobe Reader XI**  
<http://supportdownloads.adobe.com/thankyou.jsp?ftpID=5507&fileID=5519>
- Free audio/visual presentation software: **Voicethred** <https://voicethread.com/>
- Word processing software

## **Student Performance Expectations**

### **Course Participation**

In order to participate in this course make sure you meet the following criteria/expectations:

- **Have basic computer skills.** You should be able to find websites, send/receive email, attach/open files, and be proficient in utilizing basic computer programs and file formats (.doc, .docx, .ppt, .jpeg, etc.).
- **Have regular and reliable computer capabilities and internet service** to complete assignments, maintain communication, and access/download materials that may include audio-video files.
- **Have a contingency plan.** In the event that you experience technical difficulties (and at some point you will), you need to have a backup plan. If the internet at home or wherever you do your coursework goes down, it is your responsibility to have an alternative site where you can stay on task and complete your assignment(s). Regardless of your personal or technological circumstances, you are expected to keep up with the coursework and meet assigned deadlines.
- **Be self-motivated and self-disciplined.** Be ready to take on the responsibility of working independently and committing to meeting the requirements without direct supervision or face-to-face support. Manage your time wisely. Consider submitting your papers ahead of assigned due dates.
- **Be willing to dedicate considerable time and effort to this endeavor.** While you have a certain degree of flexibility to align the curriculum to your schedule, be aware that the course is not self-paced. You are required to consistently meet deadlines. Keep in mind that in a traditional face-to-face course format you would be spending three hours a week just in the classroom. Your weekly workload—which includes viewing films and videos—is calculated to take you at least three hours a week.
- **Demonstrate proper online manners.** Always keep in mind that this is a college course and not a personal Twitter Feed or FaceBook Page. If you are unsure what constitutes proper behavior, check out the following site on net etiquette:

<http://www.albion.com/netiquette/>



### **How to Approach Course Materials (Readings, Videos, Films, etc...)**

Take your time. Don't rush. Approach all course materials with a careful and critical eye.

As you engage the materials, prepare yourself to answer the following questions:

1. What is the thesis or main argument?
2. What evidence was presented to support the thesis or main argument?
3. How would I locate it historiographically?
4. Is it accurate, complete, and significant?

### **How to Approach Writing:**

Take your time. Don't rush. Approach your writing with a careful and critical eye. Establish a clear and organized flow of ideas that smoothly connects one train of thought to the next (making an outline before you start putting words on a page can help). Always try to imagine a real person (not your professor) reading your work as you write and continually ask: Will that person understand this? Will that person want to keep reading this? You may surprise yourself to find that your writing will improve by leaps and bounds this way. Speaking of questions, you will likely be answering these ones below in all of your written assignments in varying degrees (look familiar?):

1. What is the thesis or main argument of the material I am responding to?
2. What evidence was presented to support the thesis or main argument?
3. How would I locate the material historiographically?
4. Is the material I am responding to accurate, complete, and significant?

### **Citations:**

When you paraphrase or directly quote you must always properly cite that source. Fortunately, we now have easy citation converters that you can access online. All you have to do is plug in your info and SHAZAM! You have a beautifully crafted citation to cut and past onto your paper. I recommend this site: <http://www.citationmachine.net/>.

### **Deadlines:**

Refer to Policy on Late Work. Be sure to meet deadlines. Film response papers must be submitted using the Turnitin feature on Moodle.

### **Academic Honesty**

Acts of dishonesty, including but not limited to the following:

- Cheating, plagiarism, or other forms of academic dishonesty such as improper use of AI.

### **Use of Artificial Intelligence (AI) in this Course**

This course assumes that work submitted by students—all process work, drafts, low-stakes writing, final versions, and all other submissions—will be generated by the students themselves, working individually or in groups. This means that the following would be considered violations of academic integrity: a student has another person/entity do the writing of any substantive portion of an assignment for them, which includes hiring a person or a company to write essays and drafts and/or other assignments, research-based or otherwise, and using artificial intelligence affordances like ChatGPT. (Excerpted from [ChatGPT](#) by University of California: Irvine Division of Teaching Excellence and Innovation)

### **Statement for Turnitin:**

As part of its commitment to student learning and to integrity in scholarship, the College of Liberal Arts and Social Sciences subscribes to Turnitin, an instructional service that compares submitted papers to multiple sources.

We will be using Turnitin in this course to help you learn best practices in citing sources. Turnitin will compare each paper you submit (through Moodle if a Moodle user) to a vast database of articles, essays, and student papers. It will state what percentage of the paper is from other sources and provide links to these sources.

You will be able to submit drafts of your papers to Turnitin before submitting a final draft to me. This will allow you to:

- 1) check how much of your work comes from other sources;
- 2) review your citation uses and
- 3) revise as necessary before the final paper is due.
- 4) I will consider all factors before making any decisions concerning plagiarism. Please be sure to come to me should you still have questions about Turnitin.

Turnitin by itself does not identify plagiarism. It simply checks for source use. It will assist, however, should plagiarism be suspected. I will review your paper, examine the sources and citations identified by Turnitin, and do any additional research necessary before making a decision. All submissions to this course may be checked using this tool.

### **Course Withdrawal:**

Course withdrawal requests will be determined on a case-by-case basis.

### **Accommodations:**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit:

Sallie S. Sablan, DSS counselor in the School of Education, office 110  
disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

### **Seeking Help:**

Never hesitate to contact me if you have a question or need assistance related to you the course. I will do my best to respond to you in a timely manner.

<b>Assignment Guidelines</b>
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The following general guidelines detail each of the assignments you will be working on throughout the semester. **With the exception of Discussion Forum posts**, all writing assignments need to be submitted using Turnitin on Moodle no later than 23:59 CHST

(Chamorro Standard Time) on the day they are due. The system will not allow any submissions after that.

**Papers (Film/Video Responses) (20% of Total Grade):**

You will write **two** film/video response papers. Here are the basic requirements:

- Page length for film/video responses (3 pages)
- Double spaced
- One-inch margins all around
- Times New Roman font

You will receive handouts and rubrics that provide more details on how approach these assignments. Generally speaking your papers should contain the following elements:

- A brief and concise summary of what you are responding to that includes its content, context, and overall thesis.
- A thorough and critical historical analysis of the material.
- Specific examples from the material that support your observations and analysis.
- A thorough and and critical historiographical analysis of the material.
- Proper notations such as footnotes in the body of the text and a full citation of the material in the title heading (refer to the examples below).

Formats for your papers are as follows:

[illegible]

*Note on Film Responses:* You have flexibility on choice for the second film response. **See Schedule for Film Response Deadlines**

**Edpuzzles and Miscellaneous Assignments (20% of Total Grade):**

You will have a number of miscellaneous assignments to complete that include Edpuzzles, quizzes, and group Padlet pages. These assignments provide you opportunities to collect easy points. They also serve to meet the learning objectives of the lessons. Edpuzzles are interactive videos covering germane topics accessible by links located on the subpages for each week. Students are required to watch the videos and respond to content questions embedded in the presentations in real time. Answers are automatically graded and housed in the Edpuzzle class page. These results will be transcribed into the Moodle grade book by the instructor accordingly.

**Primary Source Analysis Exercises (20% of Total Grade):**

These are written assessments that require students to examine primary sources and explain their historical credibility. In some cases, the selected documents will include commentary by second-hand observers such as professional historians calling into question issues associated with historiography.

**Discussion Forums (8) (20% of Total Grade):**

There are a total of ten (8) discussion forums this semester as indicated on the syllabus schedule. Each will begin with a question or comment provided by the instructor. The question will be directly related to content of the given week. Each student must contribute to the discussion by offering a brief (150 words) critical comment and/or question in response to the instructor's original question. Your critical comments/questions will be utilized in evaluating your engagement with and mastery of the course material. An added bonus of these discussion forums is that they will help prepare you for your papers and exams. The discussion forums also serve as a platform for you to exchange ideas with your classmates. A major purpose of this exercise is to learn how to carry on a running academic dialogue.

Here are some tips on what types of comments or questions to contribute:

Good critical comments make connections between things and ideas, spark further debate, or offer critical criticism of something. Be careful not to provide a mere opinion that stops a conversation in its tracks like, "It was interesting" or "I never knew that."

Good critical questions should be open-ended and leave room for interpretation, varying points of view, and further discussion. They are what we call "High Order Thinking" (HOTs)

**Be sure to submit your post by 23:59 CHST on Sunday of the appropriate week for each Discussion Forum.**

**Exams (Midterm and Final) 20% of Total Grade:**

Exams will be administered at the midpoint and end of the semester. Each is worth 10% of your total grade. All exams will be taken online and proctored by TADEO (Telecommunications and Distance Education Operation). A date will be determined for the test and students will be able to arrange an appointment during the times they choose for the assigned day.

**Be sure to communicate with the instructor and the TADEO team if you have any questions and concerns regarding taking the exam. You will have 90 minutes to complete each test.**

## **There are three sections for the Exams:**

Section 1: Matching section (15 terms @2 pts. each) (30 pts.)

Section 2: Short written ID's (4 terms @ 5 points each (20 pts.)

Section 3: Essay (2 essays) (50 pts.)

Material on the exams will be drawn from online lectures, Edpuzzles, discussion forums, readings, films/videos, and primary analysis exercises.

I will provide you a study guide and conduct a review session for both exams via the discussion forums. All of the terms will be drawn from your study guide.

### **Part Two: (Identifications (Written ID's)**

You will have to define 4 of the available terms listed. Answers have to be written in full sentences and explain the following:

1. Identify to whom or what the term refers
2. Identify when and where the term is relevant
  - a. Some terms are specific to an exact date and year. For these terms, you can give the decade as a sufficient answer. For example, the Meiji Restoration occurred in 1868. In this case, "the 1860's" is an acceptable answer (terms like the 1800's, 19th century, and pre-modern period are too broad and unacceptable for this course).
  - b. On the other hand, some terms cover long periods of time. In these cases you need to use words like "century" or "period" to identify temporal relevance. For example, the Mandate of Heaven is a term that applies from ancient times to the early twentieth century when the last emperor of China was overthrown.
3. Identify the term's historical significance. For this part of the ID, I strongly advise that you begin by writing out, "x is historically significant because it ....." For example, alternate attendance was significant because it allowed the shogun to stay in power by siphoning off funds and human resources that could potentially be used against him as well as forced the daimyo to live under the watchful eye of the bakufu by having to move to and reside in Edo every other year.

### **Part Three: Essay (Two essays @ 25 points each for 50 points)**

The essays require you to formulate an organized and coherent explanation of a particular historical topic drawn from a series of related questions. You must thoroughly answer each part of the question and provide historical evidence and historical facts to support your observations and analyses. You will be given three multi-part questions on your study guide. Only two of those questions will appear on the exam. You should try and incorporate numerous sources that we have engaged with during the course of the semester to support your answer. Time management is one of the keys for success. Practice ahead of time if you can. I strongly suggest that you at least write out an outline before going into the exam.

Do not go into the exam cold (without having prepared). You will get creamed if you do.

## Schedule

Materials for each week will become available at 7:00 AM (CHST) for each respective week. Refer to the section for each type of assignment for details concerning deadlines.

Date	Topic & Terms	Assignments
Week 0  (Must be Completed by the End of Week 1)	<b>Course Introduction &amp; General Housekeeping</b>	<ul style="list-style-type: none"> <li>• Review syllabus carefully</li> <li>• Become familiar with Moodle and online tools such as Edpuzzle</li> <li>• Test Moodle access</li> <li>• View Welcome Videos 1 &amp; 2</li> <li>• Do Self-Introduction Assignment (Padlet)</li> <li>• Edpuzzle: How to Use Edpuzzle</li> <li>• Edpuzzle: Avoiding Plagiarism</li> <li>• How to Use AI Ethically</li> </ul>
Week 1 January 21-24	<b>What is History/Historiography? (Considering Methodology )</b>  <b>Asia and Europe of the Early Modern Age The Qing Dynasty</b>  <u>Key Concepts, Terms and Things to Consider:</u>  Historiography, point of view, canonical history, counter-canonical history, <b>Macao</b> , the Manchus, <b>Son of Heaven</b> , Confucianism, Kangxi, <b>Qianlong</b> , the Banner System, cohong, The Dream of Red Mansions, the less advantaged and the disaffected	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Complete Week 0 Activities/ Assignments</li> <li>• Read: "Connections: Europe Enters the Scene"</li> <li>• Read: Chapter 16: "The Creation of the Manchu Empire"</li> <li>• View: CCTV/New Frontier, Chinese Civilization (19), The Qing Dynasty (Pt 1.)</li> <li>• View: CCTV/New Frontier, Chinese Civilization (20), The Qing Dynasty (Pt 2)</li> <li>• Edpuzzle: What is Historiography?</li> <li>• Edpuzzle: The Qing Dynasty</li> <li>• Primary Source Analysis Exercise: Qing Engraving</li> <li>• Discussion Forum</li> </ul>

\*Terms marked in **bold** are ones that will appear on your Midterm or Final Exam study guides.

<p>Week 2:</p> <p>January</p> <p>27-31</p>	<p><b>Japan under the Tokugawa Shogunate</b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p><i>samurai, bakufu, daimyo, Tokugawa Ieyasu, alternate attendance, Floating World, Edo, Neo-Confucianism, Dejima</i></p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Read: Chapter 17: "Edo Japan(1603-1800)"</li> <li>• Edpuzzle: <i>The Will of the Shogun</i></li> <li>• Edpuzzle: "A Day as a Teenage Samurai"</li> <li>• Primary Source Analysis Exercise: Excerpts from the Great Learning for Women</li> <li>• View: <i>The Twilight Samurai</i> (for those who want to get ahead)</li> </ul>
<p>Week 3:</p> <p>February</p> <p>3 - 7</p>	<p><b>Western Imperialism in Asia and the Fall of the Qing</b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p>From Connections: Napoleonic Wars, Bengal, <i>The White Man's Burden</i>  From Chapter 18: The Opium War, <b>Treaty of Nanjing, Taiping Rebellion, Self-Strengthening Movement</b>, Empress Dowager Cixi, The Boxers</p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Read: "Connections: Western Imperialism"</li> <li>• Read: Chapter 18: "China in Decline (1800-1900)"</li> <li>• Read: "Letter from Lin Zexu to Queen Victoria"</li> <li>• Edpuzzle: The Opium Wars</li> <li>• Edpuzzle: The Boxer Rebellion</li> <li>• Primary Source Analysis Exercise: Excerpts from "On the Adoption of Western Learning"</li> <li>• Discussion Forum</li> </ul>

<p>Week 4: February 10-14</p>	<p><b>Japan in Turmoil</b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p>Domestic secessions, <b>Townshend Harris, <i>shishi</i> (men of high purpose), <i>sonnōjōi</i>, Satsuma and Choshu</b></p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Read Chapter 19: “Japan in Turmoil (1800-1867)”</li> <li>• Edpuzzle: Commodore Perry and Japan</li> <li>• Primary Source Analysis Exercise: Excerpts from “Shinron (New Theses): The Barbarians”</li> <li>• View: <i>Twilight Samurai</i></li> <li>• Discussion Forum</li> </ul>
<p>Week 5: February 17-21</p>	<p><b>Meiji Japan</b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p>Emperor Meiji, oligarchs, <b><i>shizoku</i>, <i>fukoku kyōhei</i></b>, Popular Rights Movement, railroads, <b>tuberculosis, Civilization and Enlightenment, Iwakura Mission</b></p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Read Chapter 20: “Meiji Transformation”</li> <li>• Edpuzzle: <i>The Meiji Revolution</i></li> <li>• <b><u>Film Response Paper 1 Due</u></b></li> </ul>
<p>Week 6: February 24-28</p>	<p><b>Korea in the 19th Century</b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p>Yangban, Confucianism, Consort Rule, <b><i>kimchi</i>, Tonghak Rebellion, Taewongun, Kanghwa Treaty, Queen Min, King Kojong, Kapsin Coup, Kabo Cabinet</b>, Sino-Japanese War, <b>Triple Intervention</b>, slavery</p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Read Chapter 21: “Korea in the Turbulent Nineteenth Century”</li> <li>• Edpuzzle: The First Sino-Japanese War</li> <li>• Primary Source Analysis Exercise: The Thonghak Religion and Uprising</li> <li>• Review Midterm Study Guide</li> </ul>
<p>Week 7: March 3-7</p>	<p><u>Exam Review</u></p> <p><b>Midterm Exam (TADEO Online Proctoring)</b></p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Discussion Forum</li> </ul>
<p>Week 8: March 10-14</p>	<p><b>Rise of Modern Japan</b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> </ul>



	<p><u>Consider:</u> Anglo-Japanese Alliance, Russo-Japanese War, <b>Treaty of Portsmouth</b>, protectorate, <b>Ito Hirobumi</b>, WWI, League of Nations, <i>zaibatsu</i>, Great Kanto Earthquake, Imperial Democracy, <i>burakumin</i>, <b>Peace Preservation Law</b>, modernity, <i>modan gaaru (moga)</i>, <i>mobo</i>, Ōmoto-kyō</p>	<ul style="list-style-type: none"> <li>• Read Chapter 22: “Rise of Modern Japan (1900-1931)”</li> <li>• Edpuzzle: <i>The Road to War</i></li> <li>• Primary Source Analysis Exercise: “Illusions of the White Race” e</li> </ul>
Week 9: March 17-21	<p><b><i>Spring Break</i></b></p>	<ul style="list-style-type: none"> <li>• Enjoy! o g</li> </ul>
Week 10: March 24-28	<p><b><i>Modernizing Korea &amp; Colonial Rule</i></b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u> Chinese Eastern Railway (Russia), Independence Club, Government-General of Chōsen, <b>March 1 Movement</b>, “<b>cultural government</b>,” <i>yangban</i>, Manchuria, collaboration, colonial modernity, assimilation, <b>New Culture Movement</b>, Korean Provisional Government (KPG), anarchists, “cultural nationalists,” Korean Communist Party (KCP), Korean miners, <b>comfort women</b></p>	<p>of</p> <ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Read Chapter 23: “Modernizing Korea and Colonial Rule”</li> <li>• Edpuzzle: Japanese Occupation Korea : WWII</li> <li>• View: <i>YMCA Baseball Team</i>(Optional)</li> <li>• Primary Source Analysis Exercise: Oral Histories of the Colonial Period</li> </ul>
Week 11: March 31 – April 4	<p><b><i>Remaking China in the Early 20<sup>th</sup> Century</i></b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u> Boxer Protocol, Yan Fu, Three People’s Principles, Nationalist Party, <b>Sun Yat Sen</b>, <b>Yuan Shikai</b>, <b>New Culture Movement</b>, WWI, Twenty-One Demands, <b>May Fourth Movement</b>, foot-binding, Russian Revolution, Reunification by the Nationalists, <b>First United Front (1924-26)</b>, <b>Nanjing</b></p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video “</li> <li>• Read Chapter 24: “Remaking China (1900-1927)”</li> <li>• Edpuzzle: China: A Century of Revolution (Part 1) (1911-1927)</li> <li>• Primary Source Analysis Exercise: “The Principle of Democracy”</li> </ul>
Week 12: April 7-11	<p><b><i>War and Aftermath in Japan</i></b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Read Connections: “World War Two”</li> </ul>

	<p>War, "Rape of Nanking," US Oil Embargo, Tripartite Mutual Defense Pact, Soviet-Japanese Neutrality Pact, Pearl Harbor, Midway, Guadalcanal, Saipan, Guam, Leyte Gulf, Okinawa, Potsdam Declaration, Hiroshima</p> <p>From Chapter 26: "Revere the Emperor, Destroy Traitors," Greater Japan National Women's Association, Tōjō Hideki, National Mobilization Law, <i>yakyū</i>, Supreme Commander of the Allied Powers (SCAP), "<b>reverse course</b>," <b>US-Japan Security Treaty</b>, Korean War, Tokyo Olympics</p>	<ul style="list-style-type: none"> <li>• Read Chapter 26: "War and Aftermath in Japan (1931-1964)"</li> <li>• Edpuzzle: The Pacific War</li> <li>• Edpuzzle: Japan and the US Occupation</li> <li>• View Segments of Documentary: <i>Japan's War in Color</i></li> <li>• Discussion Forum</li> </ul>
<p>Week 13: April 14-18</p>	<p><b>War and Revolution in China</b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p><b>Nanjing, First United Front (1924-26),</b> Chinese Communist Party (CCP), Northern Expedition, warlords, Chiang Kaishek, Mao Zedong, Jianxi Soviet, New Life Movement, <i>qipao</i>, <b>The Long March</b>, Yan'an, Manchurian Incident, "Rape of Nanking," Chongqing, Second United Front (1937-41), The Red Army</p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Read Chapter 25: "War and Revolution in China (1927-1949)"</li> <li>• Edpuzzle: Chinese Civil War</li> <li>• Primary Source Analysis Exercise: "Leaning to One Side"</li> </ul>
<p>Week 14: April 21-25</p>	<p><b>China Under Mao</b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p>People's Republic of China (PRC), Beijing, Taiwan, Joseph Stalin, First Five-Year Plan, Marriage Reform Law, <i>danwei</i>, Korean War, collectivization, "barefoot doctors," Tibet, <b>Hundred Flowers Bloom, The Great Leap Forward</b>, the Sino-Soviet Split, Cultural Revolution, <b>Destroy the Four Old Things</b>, Cult of Mao, Red Guard, Richard Nixon, Gang of Four</p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Read Chapter 27: "China under Mao (1949-1976)"</li> <li>• Read "China's New Cinema" (Page 484 from text)</li> <li>• Read "<i>To Live</i> Banned: Film Write-Up" (see interface for link)</li> <li>• View: <i>To Live</i></li> <li>• Edpuzzle: China's Cultural Revolution</li> <li>• Discussion Forum</li> </ul>
<p>Week 15: April 28- May 2</p>	<p><b>China since Mao</b></p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> </ul>

	<p><u>Key Concepts, Terms, and Things to Consider:</u>  Deng Xiaoping, “<b>The 4 Modernizations</b>,” Special Economic Zones, “spiritual pollution,” <b>Tianamen Square (1989)</b>, “socialist market economy,” migrant workers, consumer culture, <b>China’s New Cinema</b>, <b>One-child Family</b>, Taiwan</p>	<ul style="list-style-type: none"> <li>• Read Chapter 28: “China since Mao (1976 to the Present)”</li> <li>• Edpuzzle: China after Mao</li> <li>• Discussion Forum</li> </ul>
<p>Week 16: May 5-9</p>	<p><b>Post-WWII Korea</b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u>  38th Parallel, people’s committees (PCs), <b>Syngman Rhee</b>, Kim Il Sung, Korean People’s Army (KPA), Cold War, Democratic People’s Republic of Korea (DPRK), Republic of Korea (ROK), “police action,” Inch’ön, <b>DMZ</b>, <b>chuch’e</b>, Kim Jong Il, ROK dictatorship and protest (1953-1987), <b>chaebol</b>, Roh Tae Woo, “sunshine policy,” “Korean Wave”</p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Read Chapter 29: “Korea (1945 to Present)”</li> <li>• Edpuzzle: The Korean War</li> <li>• Primary Source Analysis Exercise: “5 Bandits”</li> <li>• View: <i>The Brotherhood of War</i> (Optional)</li> </ul>
<p>Week 17: May 5-9</p>	<p><b>Contemporary Japan</b></p> <p><u>Key Concepts, Terms, and Things to Consider:</u>  Liberal Democratic Party (LDP), Mishima Yukio, Red Army, Minamata, “oil shock,” “lifetime employment,” “office lady,” “<i>kyōiku mama</i>,” Okinawa, Resident Koreans in Japan, <i>Nihonjinron</i> (Japaneseness), the Roaring 1980s, Heisei, collapse of the “bubble economy,” <b>The Lost Decade</b></p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Read Chapter 30: “Contemporary Japan (1965 to the Present)”</li> <li>• Edpuzzle: How Did Japan’s Great Financial Bubble Develop and Burst?</li> <li>• View: <i>Tokyo Sonata</i> (Optional)</li> <li>• <b><u>FILM RESPONSE #2DUE</u></b></li> </ul>
<p>Weeks 18 &amp; 19: May 12-21 <b>Finals</b></p>	<p><b>Exam Review (May 12-16)</b></p> <p><b>Final Exam (TBD: May 19-21)</b>  <b>(Proctored Online (TADEO))</b></p>	<ul style="list-style-type: none"> <li>• Watch Weekly Overview Video</li> <li>• Discussion Forum (Exam Prep)</li> </ul>

#### ABOUT THE SYLLABUS

THIS SYLLABUS SERVES AS AN INFORMAL CONTRACT BETWEEN THE INSTRUCTOR AND THE STUDENT. AS THE INSTRUCTOR, I SPECIFY WHAT I WILL REQUIRE OF YOU THIS SEMESTER AND PROVIDE A DETAILED CALENDAR TO WHICH I CLOSELY ADHERE [BARRING ANY UNFORESEEN EVENTS]. FOR YOUR PART, I INTERPRET YOUR CONTINUED REGISTRATION IN THE COURSE AS AN IMPLIED ACCEPTANCE OF THE TERMS OF THIS SYLLABUS.