

1. 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;
2. show, during online discussion forums, presentations, and on assigned papers, an understanding of the major concepts covered in the course;
3. interpret and use primary sources during online discussion forums, presentations, and on paper assignments; and
4. 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.

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

HI371 Student Learning Objectives (SLOs)	History SLOs	UOG ILOs	Assessment
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

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 & Grade Distribution

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

CLASS DISCUSSION FORUMS (9)	20%	<i>GRADE SCALE:</i>	
Edpuzzles and Misc. ASSIGNMENTS	20%	A	90-100%
MIDTERM EXAM	10%	B	80-89%
FILM RESPONSES (2 @ 10% EACH)	20%	C	70-79%
Primary Source Analysis Exercises	20%	D	60-69%
FINAL EXAM	10%	F	59% OR ↓

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 Texts/Materials:

For your reference here are the bibliographic citations for the main text and the book you will be reviewing:

Ebrey, Walthall, and Palais. *Pre-Modern East Asia: A Cultural, Social, and Political History* (Belmont, CA: Cengage, 2009) (Later editions are also fine)

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.

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.³ 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://moodle.uog.edu/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). **Do your best 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. **The key is to manage your time wisely. Consider submitting your papers ahead of assigned due dates.**

³ Response Papers must be submitted via Turnitin through the Moodle page.

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:

Be sure to meet deadlines. Film Response papers must be submitted using the Turnitin feature on Moodle.

Plagiarism and Academic Dishonesty

Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own. If you do not give credit for ideas that are not your own by properly citing them (unless those ideas constitute common knowledge) then you are probably plagiarizing. Do not take the risk. It is not worth the potential fallout. Plagiarism will not be tolerated. In order to maintain academic integrity and fairness, anyone caught plagiarizing will get a zero for the plagiarized assignment and fail the course. Further disciplinary action may be sought in accordance with the policies and procedures outlined in the student handbook. Other acts of academic dishonesty (this includes multiple paper submission without obtaining written permission from all instructors involved) will also not be tolerated. Students found to be committing academically dishonest acts will receive a failing grade for the course, and further disciplinary action may be sought in accordance with the policies and procedures outlined in the student handbook. Read the statement for Turnitin below to better understand how to avoid plagiarism.

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.

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.

Here is some general information on how your work will be received in the system:

1. Your submitted work will be archived in the Global Turnitin repository.
2. Your submitted work will be archived only in the UOG repository hosted by Turnitin.
3. Your submitted work will not be archived after the Turnitin comparison.

As instructor:

1. I will use Turnitin as one of the many learning approaches of the class to encourage integrity in scholarship and nurture student success in the thoughtful use of sources.
2. I will inform you of my use of Turnitin in the syllabus and for each assignment.
3. I will use Turnitin for all submissions for each Turnitin assignment.
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.

Course Withdrawal:

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

Accommodations (EEO/ADA):

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and or/ Title IX concerns, please contact the Director of EEO/ADA & Title IX Office at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu.

For individuals covered under the ADA (Americans with Disabilities Act), if you are a **student** with a disability requiring accommodation(s), please contact the Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the Student Center, Rotunda office #6, 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.

Assignment Guidelines

The following general guidelines detail each of the assignments you will be working on throughout the semester.

Discussion Forums (20% of Total Grade)

Discussion Forums 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 course mates. 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) questions that often begin with "How," "Why," or "In what way..."

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

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.

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.

For Section 2, 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 terms refers
- (2) Identify when and where the term is relevant
- (3) Explain how or why the term is historically significant.
 - a. Given the long span of time covered in this course, you can use the century or centuries to temporally locate terms. For example, *Confucius* lived in China during the sixth and fifth centuries BCE. For terms that cover longer periods of time, you can use words like "period" or "since ancient times" 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.
 - b. Calculating centuries: Here is a quote from Reference.com: "Europeans used a calendar that split time into whether it was before Christ, or after. This calendar had year 1 BC followed by year 1 AD. When calculating the first 100 years from 1 AD, the first century starts in year 1 AD and ends in 100 AD. The BC and AD are sometimes replaced with BCE and CE, respectively, to denote Common Era." On the flipside, the first century BCE starts in year 1 BCE and ends in 100 BCE. Let's look at a couple of examples: Confucius was born in 551 BCE (6th century BCE) and died in 479 BCE (5th Century BCE). The Japanese capital city of Nara was founded in 710 CE (8th Century CE).
 - c. 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, *Confucius* was significant because he established a philosophical system of ethics and order that served as the framework for social organization and morality for the peoples of region.

Section 3: 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	Scheduled Activity	Assignment
Week 1: August 14-16	Course Introduction & General Housekeeping	<ul style="list-style-type: none"> • Review syllabus carefully • Become familiar with Moodle and online tools such as Edpuzzle • Test Moodle access • View “Welcome Videos 1 & 2” • Do Self-Introduction Assignment (Padlet) • Edpuzzle: How to Use Edpuzzle • Edpuzzle: Avoiding Plagiarism
Week 2: August 19-23	<p><u>Prehistory of East Asia, Ancient China, and Historiography:</u></p> <p><u>Key Concepts, Terms and Things to Consider⁴:</u> Historiography, point of view, canonical history, counter-canonical history, Homo sapiens, Paleolithic, Ural-Altai languages, Jomon, Neolithic, rice, millet, Yayoi , Anyang, Shang Dynasty, Zhou Dynasty, Han Chinese, Yellow River, Yangzi River, rammed earth, oracle bones, bronze technology, chariot, human sacrifice, taotie, Mandate of Heaven, Sanxingdui, Western Zhou (1045-771 BCE), “The Announcement of Shao,” the Duke of Zhou, <i>Book of Poetry</i></p>	<ul style="list-style-type: none"> • Read: “Connections: The Prehistory of East Asia” • Read: Chapter 1, “China in the Bronze Age: The Shang and Western Zhou Dynasties (ca. 1500-771 B.C.E.)” • View: “The Incredible Human Journey-Asia” • View Weekly Overview Video • Edpuzzle: “What is Historiography?” • Historiography Crossword Puzzle • Matching Quiz • View: <i>Shang Dynasty: Ancient Clues</i> • Discussion Forum 1

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

<p>Week 3: Aug 26-30</p>	<p><u>Philosophers and Warring States during the Eastern Zhou Period (770-256 BCE)</u> <u>Key Concepts, Terms, and Things to Consider:</u></p> <p>Eastern Zhou (the Spring and Autumn periods), the Warring States period, the shi, Guan Zhong, crossbow, cavalry, iron technology, coinage, Hundred Schools of Thought, Confucius, , the Analects, filial piety, Mencius, Laozi, Daoism, Legalism, Yin and Yang, <i>The Art of War</i></p>	<ul style="list-style-type: none"> • Read: Chapter 2, "Philosophers and Warring States during the Eastern Zhou Period (770-256 B.C.E.)" • Read: Wasserstrom, "Schools of Thought" • View Weekly Overview Video • Edpuzzle: 100 Schools of Thought • View: <i>Confucius</i> • Assignment: Reading Like A Historian (Confucianism and Daoism) • Discussion Forum 2
<p>Week 4: Sept. 2-6</p>	<p><u>Qin and Han Dynasties</u> <u>Key Concepts, Terms, and Things to Consider:</u></p> <p>Qin Dynasty (256-206 BCE), Legalism, huangdi, Xianyang, terra-cotta warriors, Xiongnu, the Great Wall, Han Dynasty (206 BCE-220 CE), Chang'an, Emperor Wu, Confucianism, Luoyang, eunuchs, Sima Qian, the Ban Family, filial piety, the Silk Road, Central Asia, caravans, silk, walnuts, Vietnam</p>	<ul style="list-style-type: none"> • Read: Chapter 3, "The Founding of the Bureaucratic Empire: Qin-Han China (256 B.C.E – 200 B.C.E)" • Read: Wassertrom, "Imperial China" • Read: Gifford, "Power" • View Weekly Overview Video • Edpuzzle: The Qin and Han Dynasties • Primary Source Analysis Exercise: Memorial on Annexation of Feudal States & Burning of Books • View: The First Emperor of China (Optional)

<p>Week 5: Sept. 9-13</p>	<p><u>Political Division in China and the Spread of Buddhism</u></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p>India, Buddhism, Aryans, caste system, <i>the Upanishads</i> (750-500 BCE), <i>samsara</i>, <i>karma</i>, Siddhartha Gautama, Nepal, “middle way,” Four Noble Truths, the Eightfold Path, <i>nirvana</i>, King Asshoka, Kalinga, Mahayana (Great Vehicle) Buddhism, bodhisattvas (Buddhas-to-be), Kumarajiva the Way of Great Peace, the Three Kingdoms (Wei, Wu, Shu), Cao Cao, Nine Rank System, Jin Dynasty, Seven Sages of the Bamboo Grove, stirrup, Xiongu, Xianbei, sinification, Luoyang, Southern Dynasties, Eastern Jin Dynasty (317-420), Nanjing, aristocratic northern émigrés, calligraphy, painting, nunneries, Faxian, Cave 285 at Dunhuang (523 CE), Daoism, “astral body”</p>	<ul style="list-style-type: none"> • Read: Chapter 4, “Political Division in China and the Spread of Buddhism (200-580)” • View Weekly Overview Video • View: <i>The Life of the Buddha</i> • Discussion Forum 3
<p>Week 6 Sept. 16-20</p>	<p><u>Sui and Tang Dynasties</u></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p>Sui Dynasty (581-618), Wendi (“the Cultured Emperor”), Chang’an, Cakravartin King, examination system, Confucianism, Grand Canal, military campaigns against Korea (Koguryō), Tang Dynasty (618-907), Taizong (Xianbei assimilation), Korea (Silla), Chang’an (primary capital), Luoyang (secondary capital), cosmopolitanism, Buddhism, tea, Chan school of Buddhism (Zen, Sōn), Empress Wu, Great Buddha at Longmen, <i>Complete Tang Poems</i></p>	<ul style="list-style-type: none"> • Read: Chapter 5, “The Cosmopolitan Empires of Sui and Tang China (581-960)” • Read: “Xuanzang’s Record of the Western Regions” • Read: Gifford, “The End of the Wall” and “Caves of a 1000 Buddhas” • View Weekly Overview Video • Edpuzzle: The Sui Dynasty • Edpuzzle: The Tang Dynasty • Film Response #1 Due
<p>Week 7:</p>	<p><u>Early Korea and Korean Historiography</u></p>	<ul style="list-style-type: none"> • Read: “Connections:

Sept. 23-27	<p><u>Key Concepts, Terms, and Things to Consider:</u> Asian trade and communications routes in the 6-10th centuries, foreign musicians in Chang'an during Tang times</p> <p>Taedong River (North), Han River (Central Korea), rice cultivation (south), Ural-Altai language(s), Chosŏn, Chinese commandaries, Koguryŏ, The Southern Three Han (Samhan) (Mahan, Chinhan, Pyŏnhan,), The Three Kingdoms (Koguryŏ, Paekche, Silla), mounded tombs, Paekche maritime triangular trading, Kaya, Buddhism, Silla unification, Kyŏngju, <i>hyangni</i> (local clerks), "oath Banners," True Bones (<i>chin'gol</i>), Chinese writing system, Sŏn Buddhism, Parhae (Bohai)</p>	<p>Cultural Contact across Eurasia (600-900)"</p> <ul style="list-style-type: none"> • Read: Chapter 6, "Early Korea to 935" • Read Ch'oe: An Outline of Korean Historiography" • Edpuzzle: Three Kingdoms of Korea • Primary Source Analysis Exercise: The Tangun Legend
Week 8: Sept 30 - October 4	<p><u>Early State and Society in Japan</u></p> <p><u>Key Concepts, Terms, and Things to Consider:</u> Southeast Asia/Polynesia connection, Jōmon pottery, northeast Asian settlers, metallurgy, Yayoi, Himiko, Jimmu, Yamato line, the Korea connection, animism, haniwa, Shinto, Suiko, Prince Shotoku, Buddhism, Taika Reforms, Fujiwara, Nara, Tōdaiji (giant Buddha statue), conquest of Emishi, poetry, <i>Kojiki (Record of Ancient Matters)</i> <i>Nihon shoki (Chronicles of Japan)</i></p>	<ul style="list-style-type: none"> • Read: Chapter 7, "Early State and Society in Japan (to 794)" • Edpuzzle: Ancient Japan in 13 Minutes • Primary Source Analysis Exercise: Kingdom of Wei • Midterm Study Guide Available
Week 9 October 7-12	<p><u>Fall Break</u> No Classes</p>	<ul style="list-style-type: none"> • Enjoy your time off!
Week 10: October 14-18	<p><u>Midterm Exam Review</u> Midterm (TBD)</p>	<ul style="list-style-type: none"> • Discussion Forum 4

<p>Week 11: October - 21-25</p>	<p><u>Song, Liao, Xia, and Jin Dynasties</u></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p>Song Dynasty (Northern Song 960-1127) Southern Song (1127-1276) , Khitans and the Liao Dynasty, tribute, Yanjing(Beijing), dual form of administration, Tanguts and the Xia Dynasty, horse traders, Medieval Chinese economic revolution, compass, paper money, joint stock companies, guilds, heavy industry (iron), gunpowder, Kaifeng and Hangzhou, expansion of educated class under Song Dynasty, Jurchens and the Jin Dynasty, Neo-Confucianism, (li) and (chi), the Cheng Brothers, Zhu-Xi, women and literacy, foot binding, Tales of Retribution</p>	<ul style="list-style-type: none"> • Read: Chapter 8, “China among Equals: Song, Liao, Xia, and Jin” • Watch Weekly Overview Video • Edpuzzle: Discovering China: The Song Dynasty • Primary Source Analysis Exercise: Preface to the Great Learning by Chapter and Phrase (Zhu Xi)
<p>Week 12: October 28- November 1</p>	<p><u>Heian Japan (794 - ca. 1180)</u></p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p>Emperor Kanmu, <i>Heian-kyō</i>, hired warriors, tax collecting outside the capital (<i>fudō</i>), Japanese syllabary (<i>kana</i>), Kukai and Shingon Buddhist sect, Saichō and Tendai Buddhist sect, the Fujiwara, Aristocratic court culture, Tale of Genji, <i>mappo</i> (degenerate last days of Buddhist Law, rule by retired monarchs, the estate system (<i>shoen</i>))</p>	<ul style="list-style-type: none"> • Read: Chapter 9, “Heian Japan (794 - ca.1180)” • Article, "The Heian Period" • Watch Weekly Overview Video • Edpuzzle: Japan (Heian Aristocracy) • View: <i>Portrait of Hell</i> • <i>Discussion Forum 5</i> • Read Akutagawa, <i>Hell Screen</i> (Optional)

<p>Week 13: November 4-8</p>	<p><u>Mongol Expansion & Koryŏ Korea</u> <u>Key Concepts, Terms, and Things to Consider:</u></p> <p>Steppe, grasslands, pastoralism, <i>yurts</i>, clans, Temujin/Chinggis (ca. 1162-1227), the Great Khan, 4 khanates, Khubilai, Karakorum, Moscow, merchants, religious tolerance, Marco Polo, transfer of people and goods, plague, technological and scientific ideas, Pax Mongolica, Koryŏ (Korea), Wang Kŏn, Kaegyŏng (modern Kaesŏng), yangban, Kwangjong, slave registry, civil service examination, Learning of the Way (<i>tohak</i>) (Neo-Confucianism), tributary relations with Liao (Khitan) and Jin (Jurchen), Myoch'ŏng, celadon pottery, Hereditary slavery, family and kinship (matrilineal and patrilineal traditions), printing, <i>Tripitika</i>, <i>History of the Three Kingdoms</i>, Mongol invasions, Ch'oe Family dominance, intermarriage between Mongol and Koryŏ royals, King Wŏngjong, Mongol invasions of Japan, King Kongmin</p>	<ul style="list-style-type: none"> • Read: "Connections: The Mongols" • Read: Chapter 10, "Koryo Korea (935-1392)" • Watch Weekly Overview Video • Edpuzzle: Korea History (Koryo Dynasty) • View Video Essay: <i>Interpreting North Korea's Godzilla: Pulgasari</i> • Discussion Forum 6
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<p>Week 14: November 11-15</p>	<p><u>Kamakura Japan & Japan's Middle Ages</u> <u>Key Concepts, Terms, and Things to Consider (Kamakura Japan):</u></p> <p>Rise of the warrior, samurai, Taira clan, Minamoto clan, Minamoto no Yoshitsune, Kamakura, shugo, Masako (widow of Minamoto no Yoritomo) and the Hojo line, bakufu (military regime under Shogunal authority) esoteric Buddhism including Zen, war tales and popular tales, Mongol invasions, kamikaze (divine wind)</p> <p><u>Key Concepts, Terms, and Things to Consider (Japan's Middle Ages):</u></p> <p>Retired monarch Go-Daigo rallies support against the shogunate, Ashikaga Takuji changes sides, Muromachi, northern and southern courts, Ashikaga shogunate, loss in women's personal authority, trade in town and country guilds (za), piracy, people of the riverbank (kawaramono), top-ranking Zen temples in Kyoto (gozan), No, yugen (the profound/mysterious), rock gardens, tea ceremony, wabi sabi (elegant simplicity), Onin War (1467-1477) arson, ikki (locally-based leagues), rise of the warlords (daimyo), gekokujo (the overthrow of those above by those below), Takeda Shingen, Oda Nobunaga, Toyotomi Hideyoshi, Ieyasu Tokugawa, Battle of Sekigahara</p>	<ul style="list-style-type: none"> • Read: Chapter 11, "Kamakura Japan (1180-1333)" • Read: Chapter 13, "Japan's Middle Ages (1330-1600)" • Watch Weekly Overview Video • Edpuzzle: History of the Samurai • View: The Samurai (Pt 1) (0:00-30:00) • View: The Samurai (Pt 1) (30:00-48:50) • View: The Samurai (Pt 2) (0:00-13:25) • Discussion Forum 7
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<p>Week 15: November 18-22</p>	<p><u>China under Mongol Rule</u> <u>Key Concepts, Terms, and Things to Consider:</u> Mongol conquests of the Jin and Xia Dynasties, “Crossing the Yellow River,” conquest of the Southern Song, Khublilai, crossing the Yangzi River, Yuan, Xiangyang, hereditary occupational categories, population classification and codifications, trade, blue-and-white porcelain, marginalization of Chinese educated elite, painting, drama</p>	<ul style="list-style-type: none"> • Read: Chapter 12, “China under Mongol Rule (1215-1368)” • Watch Weekly Overview Video • Edpuzzle: The Rise and Fall of the Mongol Empire • Edpuzzle: Yuan Dynasty • Primary Source Analysis Exercise: The Book of Ser Marco Polo
<p>Week 16: November 25- 29</p>	<p><u>The Ming Dynasty</u> <u>Key Concepts, Terms, and Things to Consider:</u> Zhu Yuanzhang (Hongwu emperor) (Taizu) (Ming Taizu), Red Turbans, Nanjing, military households, Chengzu (Yongle emperor), <i>The Yongle Encyclopedia</i>, Beijing, the Forbidden City, eunuchs, Zheng He, the Great Wall, Tibetan Buddhism, piracy, Portugal, Macao, the Columbian exchange (New World trade), examination system, Zhu Xi Confucianism, Wang Yangmin Confucianism, voluntary associations, urban culture, dynastic decline</p>	<ul style="list-style-type: none"> • Read: Chapter 14, “The Ming Empire in China (1368-1644)” • Watch Weekly Overview Video • View: <i>The Story of China Episode 4: The Ming</i> • Discussion Forum 8
<p>Week 17: December 2-6</p>	<p><u>Chosŏn Korea (1392-1800)</u> <u>Key Concepts, Terms, and Things to Consider:</u> Confucianism and Confucianization, Yi Sŏnggye (T’aejo), King Sejong, Hall of Worthies, yangban, civil service examinations, concubines, filial piety, <i>chung’in</i> (“middle people”), Japan’s invasion under Hideyoshi, relations with Japan under Tokugawa, Memoirs of Lady Hyegyŏng, decline in slavery, Ch’unhyang, Northern Learning, Christianity and Western Learning (sŏhak), the family & women in the Confucian Age</p>	<ul style="list-style-type: none"> • Read: Chapter 15, “Chosŏn Korea (1392-1800)” • Read: Jager, “Woman and the Promise of Modernity” • Watch Weekly Overview Video • Edpuzzle: Korea History (Choson Dynasty) • View: <i>Ch’unhyang</i> (Optional) • Film Response #2 Due

<p>Week 18 Finals Week December 10-12</p>	<p><u>Exam Review</u> Final Exam (TBD)</p>	<ul style="list-style-type: none"> • Watch Weekly Overview Video • Discussion Forum 9
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Final Note on 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 unforeseen events). For your part, I interpret your continued registration in the course as an implied acceptance of the terms of this syllabus.