

Wayland Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Contact Information

Course: HIST 5333 VC 01 – Regional History: Modern Asia

Campus: WBUonline

Term/Session: Fall 1 2020

Instructor: Doctor James Powell

WBU Email Address: The REQUIRED E-Mail for Course Communication is through the Blackboard Course Webpage using the *Course E-Mail* Link located on the Left-Hand Menu Tool Bar. Prior to the Course Webpage opening, you may contact me at: james.powell@wayland.wbu.edu

Office Hours, Building, and Location: Doctor Powell checks the Bb Course E-Mail daily and will respond to any E-Mail within 48-72 hours. Other virtual contact means can be arranged by appointment such as Virtual Chat or Skype which may be better suited for student and Professor whose time zones and work hours make synchronizing times difficult.

Class Meeting Time and Location: WBUonline -- Students should purchase textbooks and receive them prior to the first day of class if the textbooks are not available via Wayland's Automatic eBook program. In addition, students need to log-in, on or before, the first day of class through the [WBUonline Campus \(https://wbu.blackboard.com/\)](https://wbu.blackboard.com/). This process will activate their Account within Blackboard in preparation for the First Day of Class. This class is conducted completely online and does **NOT** require proctors for exams. All Graded Quizzes and Assignments are submitted online through the course website. (See more details under "Attendance" requirements.)

Textbook Information

Required Textbook(s) and/or Required Materials:

Allison, Graham. *Destined for War: Can America and China Escape Thucydides' Trap?* 2017, Houghton Mifflin Harcourt. ISBN 9780544935273.

Kim, Sung Chull & Cohert, Michael D. *North Korea & Nuclear Weapons: Entering the New Era of Deterrence.* 2017, Georgetown University Press. ISBN: 9781626164536

Lipman, Jonathan, et al. *Modern East Asia: An Integrated History*, 2012. Pearson. ISBN: 9780321234902

Wayland's Automatic eBook program: The textbooks for this course are part of the **Wayland's Automatic eBook** program. You will have access to the eBooks and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBooks will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be

outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore [Automatic eBook FAQ](#) page.

Strongly Suggested Textbook: Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition, University of Chicago Press: 2018. ISBN: 9780226430577

Course Information

Catalog Description: Study of selected geographic regions in historical context; may be repeated for credit when the topic changes.

There is no prerequisite for this course.

Course Outcome Competencies: Upon completion of this course, students will be able to:

- Demonstrate an understanding of the political, economic, religious, geographical, and intellectual factors that shaped the region being studied
- Analyze and describe the causes and effects of major events occurring related to the region being studied
- Identify and describe the significance of notable persons related to the region being studied, including ethnic minorities and women
- Describe the historical scholarship related to the region being studied
- Demonstrate the ability to write graduate level essays, reports and research papers

Attendance Requirements

WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

University Policies

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, trifilot@wbu.edu or call (806) 291-3745.

Student Grade Appeals: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](#)

Course Requirements and Grading Criteria

The course is based on reading from the books listed in the required textbook section as well as any readings either provided by DR J or selected by the student for their Research Paper submission. The Turabian format of **Notes/Bibliography** -- NOT the Author/Date parenthetical style -- is mandated by the WBU History Department and this course.

A two-part **Discussion** assignment, worth 25% of a student's course average will be submitted by the end of week-four of the class based upon key themes taken from all reading assignments up to the Mid-Term Exam. The topics for the Discussion will be posted by DR J and each student may select the one that most interests them, then submit their own "Long Answer" that discusses the chosen idea in approximately 500-750 words. Next, each student must select a classmate's Long Answer posting and create a "Commentary" about it in roughly 300-words. Think of the "Commentary" portion as if we were all sitting in the same room, and you wanted to "discuss" or comment upon what a colleague had stated in a class discussion on some important subject. Some type of Discussion is now mandated under the WBU "Attendance Policy" which as defined above and is available via an in-course link. I realize that we do not "attend" in the traditional sense, but this project is intended to both meet the University's

participation rule and to help everyone prepare for the Mid-Term by having each student read and respond in two ways regarding the most significant issues being covered for that exam. **NOTE:** these posts must be done in the same formal scholarly writing style as any other written work---including the use of the Turabian format. The grading breakdown is: 15% for your own original Long Response to my question, plus another 10% for your "Commentary" response to the ONE (1) Long Post answer submitted by any classmate that you opted to engage. These "Commentaries" can be in the form of agreements in which you add more information supporting the original assertion---or you may choose to disagree (with civility of course) with something that a colleague has posted. Again, your responses for the Commentaries must be sent in full scholarly form, including a Cover Sheet with the name of the classmate being addressed, full citations and a Bibliography. Please remember that an **opinion** is not an acceptable scholarly "Commentary."

A **Mid-Term Exam**--worth 25% of your course grade will be taken between 11-14 September. It is divided in two parts, with Part I comprised of two Short Answer posts that cover the famous Who, What, When, Where, and Why something/someone is important. Each Short Answer should be approximately 350-450 words long. Part II of the Mid-Term is an Essay post of at least 750-850 words in length and most importantly it must be submitted using the full Turabian format of scholarly citations and a Bibliography, with the Cover Sheet found at the start of the test. **NOTE**--your entire Exam needs to be submitted as ONE (1) document under the single Cover Sheet but divided in two sections. Scoring for the Exam will be 25-points maximum for each Short Answer, and 50-points maximum on the Essay. The WBU rules mandate at least two separate written assignments to assess your improvement in both research and writing skills, so the Essays found on the Mid-Term and Final exams along with the short Research Paper meet this demand.

The **Final Exam**--is worth the last 25% of a student's grade and is also divided into the same two section format used on the Mid-Term Exam, with Part I comprising two Short Answer questions, followed by a single Essay, once more written in the Turabian format. The **Final Exam** is scored the same as the Mid-Term, with 25-points being the maximum earned for each Short Answer, and 50-points for the Essay.

The Third part of your Course Average involves the always fun (or not) **Research Paper**. This needs to be a **minimum of 1500 words in-length (5-6 pages of text)** --and is worth-- You Gussed It---25% of your total average. Students may select the topic for their Research submission from any portion of our study, but **PLEASE** understand that the subject, including a **Brief** general Bibliography of potential sources **MUST be submitted to and Pre-Approved by DR Powell** before you begin writing the Paper. The reason for the pre-approval is to help assure me that sufficient resources exist for a Graduate-level assignment like this, since in general---but not always, Professors are more familiar with the current scholarship on subjects in their field and can make life much easier by approving a topic or guiding you toward one that has enough support readily available to you. **NOTE**--The general rule-of-thumb for all Graduate-level work is to have roughly 1/3rd of your sources coming from Primary documents/materials, while the remaining 2/3rds are found among the best Secondary works available, which may include maps, YouTube, photos/images or whatever blended into the paper thus enhancing the presentation. The use of the usual scholarly format, including a Cover Sheet, a clear Thesis Statement, footnotes/endnotes all done in the Turabian style, along with a Conclusion and **Annotated Bibliography** are required by WBU. If any student has not taken the Historical Methods or Historiography courses and feel unsure about how to find proper research materials, cite in the Turabian form, or face any other challenge, then please do not hesitate to write me using the Course E-Mail tool so that I can help you. **NOTE: Remember**---Your Research topic **MUST be pre-approved** and include a general listing of potential sources that you have already discovered. The Due Date for the submission of

topics for approval is listed under the Course Schedule and failure to send it on-time and with sources will lead to a 10-point deduction per day. Students are given a 12-hour grace period beyond the posted Due Date after which a 10-point penalty will be applied.

Once your paper subject is approved please do not hesitate to ask for help in finding additional research or seeking advice from other sources such as the WBU Writing Center which is linked on the toolbar. Your paper must begin with a Cover Sheet consisting of the Course Title and Number, the Title of the Paper, my full Title and Name (i.e., Dr. Jim Powell---not the nickname DR J we use for everyday contact), your Title and Name (i.e., I often have Faculty members, serving military personnel, Firefighters etc.so the use of a Title is appropriate for them) and the Due Date of the assignments--even if you send it in early---all centered on the page.

Next is the narrative portion of your paper, using either footnotes or endnotes for the source citations, and finally the work ends with an Annotated Bibliography. All must be submitted using the **Turabian Notes-Bibliography format** and through the SafeAssign tool as ONE document. PLEASE Be Careful and DO NOT send these as separate documents (i.e., a Cover Sheet and then your Narrative Paper, and finally the Annotated Bib.). Everything **MUST** come as one complete package through the SafeAssign Tool.

Please remember that according to WBU rules---all Assignments and Exams (except your Discussion Posts) MUST be submitted and checked by SafeAssign for plagiarism. **This course requires a SafeAssign score of 20% or less for any Assignment.** A rating of 40% or greater means blatant plagiarism since students relied upon someone else for almost one-half of their work and the project will not be accepted. **BE FOREWARNED!!!** The current version of SafeAssign will only accept the following formats for any submission: .doc, .docx, txt, and .pdf file formats and generally in sizes of 10 MB or less. **ANOTHER CAUTION!!!** The SafeAssign Link allows only ONE upload attempt, so your submissions MUST be as ONE complete document (including the Cover Sheet, the Exam, your Footnotes and the separate Bibliography or whatever for the paper. Also---Please be sure that you are uploading the correct version that you want me to grade into the SafeAssign Link---not a Draft! Students needing assistance saving or uploading their Exam on the SafeAssign Links should contact the 24-Hour WBUOnline Help Desk PRIOR to making their ONE attempt by using the provided link on the left-hand menu on the Course Webpage.

Now just another FYI here---it is very common for your SafeAssign score to read abnormally high due to the program flagging your sources (from footnotes/endnotes and Bibliography) as Plagiarism. It might show each book or web site you use as being Plagiarized when it was obviously not---so if you know what you did was not plagiarized and yet you get a score in the 40s or 50s, the odds are it is due to your sources being flagged---and trust me, I carefully check each person's work to assure the SafeAssign score is accurately reflecting something that is true plagiarism and not just a "flaw" in the program. Do not worry about such high scores when you know that you did not cheat. I always open the REVIEW tool and look for myself.

NOTE: Students are responsible for ensuring that all Assignments including the Research Paper and Exams upload correctly in the Turabian format using one of the accepted document options. REMEMBER, once you hit that "Submit" button to upload and send your Exam or Research Paper, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file and are using one of the accepted formats! Any Submission which cannot be scanned by SafeAssign or opened by SafeAssign and/or Bb will NOT be accepted for a grade since this is a Virtual course and I cannot grade anything not on the computer and in Blackboard according to University rules.

Type of Assignment	Penalties Applied to Assignments (Based on a 100-point Grade)
Project/Quiz Not Submitted on SafeAssign Link	Will Not be accepted for grading.
For Late Submissions on the Research Paper TOPIC/SOURCES --every 24 hours Past the Due Date/GRACE PERIOD	A letter Grade Deduction (Usually 10 Points)
For Late Submissions on the Research Paper ---every 24 hours Past the Due Date	A letter Grade Deduction (Usually 10 Points)
The Following is Assuming a True Case of Plagiarism	--
SafeAssign Plagiarism Score of 21-40%	A 2-letter Grade Deduction (Usually 20 Points)
SafeAssign Plagiarism Score of 41% or more (legitimate plagiarism of course).	Will not be Accepted ZERO

Your success in this or any Graduate class depends largely on your involvement with both the material and Doctor Powell. It is especially imperative that you turn in all assignments on time since the "All-Seeing" computer reports the exact time to the second that any posting is made. Late submissions of any assignment will result in a reduction of one letter grade (10-points) for every 24-hour period they are Past Due. This is motivational, not punitive, because your research material is being built layer upon layer and in order to fully evaluate your work, sufficient time needs to be granted for your work to be read and assessed. Here is the basic outline of assignments as they will be submitted:

Participation (Discussion Board)	25%
Mid-Term Exam	25%
Final Exam	25%
Research Paper	25%

Graded assignments will be assessed as follows:

- The quality of your Tests and Research Paper will be evaluated by your ability to answer questions critically by formulating an argument and supporting it with all the necessary evidence. It is also imperative to explain the historical significance of your subject--or to put it another way--for you to place your answer in Context. Just listing "facts" strung together without any Theme/Context is not "history" and you must learn that one key element that separates us from, say journalists, is that they do not normally place facts in a long-term context that explains why something happened or why a decision was made, or not made, and so on. But that is exactly what historical scholars do each time we write and is the essence of our profession. We take the raw data, in the form of documents, memoirs, interviews or books about something or someone, and then place them together in such a way that the reader will comprehend the role of people, why an event occurred and so on. Be wary of what is called "**Cobbling**" in which one takes a string of paragraphs from another's work and---even if reworded---are simply restatements of what someone else already wrote about the subject. Your work must be original, and in your own words.
- The Essays and Research Papers will be graded according to the quality of the writing, the richness and depth of analysis (context) and of the sources used. Recall that the rule-of-thumb

in Graduate work is to have 1/3rd of your sources coming from Primary material and the rest being Secondary in nature. The formulation of a clear Thesis that is supported with all the necessary evidence is at the heart of historical scholarship and these are the skills being sharpened with these assignments.

- The quality of your Annotated Bibliographies will be measured by their overall accuracy, the breadth and depth of your analysis of the sources, and your ability to conform to the Chicago/Turabian Style. Take your assessments of each source seriously---I do---and others will as well.

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Tentative Schedule

See Below.

Additional Information

Region Covered: Modern Asia

Course Description: Is the global community living in a Pacific Ocean---and thus an Asia oriented Century? Many experts argue this is the case. President Barak Obama was among the first modern American leaders to insist that U.S. foreign policy must "pivot to the Pacific" and by default Asia. Despite the events since 1990 that have appeared to focus the world's attention on the Middle East or Central Asia, in larger geopolitical terms it has been how modern Japan, China, and both North and South Korea behave today that will likely shape the full length of the 21st Century. Thus it is vital that Americans understand these seemingly far-away nations and why they developed as they did during the late Colonial and post-WWII era. The course starts with the birth of modern Japan, placing emphasis upon the Meiji Restoration, the influence of the Western powers, the colonial model the Japanese tried to emulate and how it led to the horror of WWII in the Pacific. Next is the enigma of China, and how this once global power fragmented into a nation dominated by outside powers from Europe and the United States, then warlords whose failure to lead properly caused a civil war between the two prominent leaders, Mao Zedong and ultimately Chiang Kai-shek. Their conflict was briefly suspended during the 1930s and 1940s as both set aside their goals to join in defeating the common enemy of Japan. Ironically, the US and other Western allies discovered that it was the Communists under Mao who provided the most help, while Chiang tended to skim much of the monetary and military aid for himself in preparation for resuming the civil war with an advantage. The end of WWII brought about the division of the often conquered and occupied nation of Korea which had suffered terrible atrocities at the hands of both China and especially by Japan from 1931-1945. The Korean Peninsula became a Cold War hot spot that was divided along the 38th Parallel by the victors of WWII, only to become the scene

of the first post-WWII case of "Limited War" between 1950 and 1953, in which the existence of nuclear weapons restricted the chances for total victory by any side. The decision to cease hostilities and stabilize the country along the previously irrelevant 38th Parallel has led to the United States keeping tens-of-thousands of troops in that region from 1953 to the present. Japanese brutality inflicted against the Koreans and Chinese in the WWII period have left a legacy making a cooperative effort by them to control the actions of North Korea so difficult today. We will examine atrocities such as the infamous "Rape of Nanking" or the Japanese use of Korean "Comfort Women" to help illustrate the challenges that many in the West simply do not know about, nor fully understand. The post-WWII years will reveal how Japan benefitted from the Cold War need of the US to have a base in East Asia, thus allowing for a Pacific version of the Marshall Plan to rebuild war-ravaged Japan, and why the temporary division of Korea at the 38th Parallel became permanent due to that same Cold War struggle. The US also chose to support Chiang Kai-shek's Nationalist Party in the Chinese Civil War despite warnings to the contrary from key US military leaders in the region. The collapse of the Nationalists, and their retreat to the island of Formosa, which they quickly renamed Taiwan led to the US decision on creating the new country of South Korea under the savage rule of Dr. Syngman Rhee. The North was consolidated under the rule of the Communist Kim Il Sung who along with Dr. Rhee both were planning invasions of the other side to reunite the Korean Peninsula under their control.

It was Kim Il Sung, however, who acted first and the Korean War, the first limited war of the Cold War era was underway. The US had originally opted not to fight for this region, as spelled out in NSC-68 which defined areas of vital interest to the US, and those not worth the lives and cost. Ironically, neither Korea nor Vietnam fell into the areas deemed important to the United States. But domestic political pressure from the Republican Party, especially the junior GOP Senator from Wisconsin, Joseph McCarty forced Democratic President Harry Truman to send American combat forces into the Korean Civil War against the advice of his key military leaders. They feared intervention by the newly victorious Chinese Communists, who warned the US once the UN intervention began not to approach the border between Northern Korea and China or risk military action by the vast and battle-tested Chinese Army. In early November 1950, following repeated cautions by the Chinese to stop advancing toward the dividing line along the Yalu River, the Chinese did join the fight against the US/UN coalition. Over 500,000 Chinese troops poured into Korea, driving the Western coalition back to the original starting point near the 38th Parallel. It was here that Truman opted to seek a settlement, which infuriated General Douglas MacArthur in command of all coalition forces and with Presidential ambitions of his own. While MacArthur worked behind the scenes with sympathetic Republican leaders to expand the war into China itself, perhaps even using nuclear weapons if necessary, to achieve a WWII style victory. Truman's efforts to gain an end to the fighting were seen as weakness in the global fight against Communism by not only the Republicans but many working-class Americans viewed it the same way. But perhaps the best summary of the hopeless situation Truman faced came with the famous statement by General Omar Bradley, Chairman of the Joint Chiefs of Staff. A WWII hero revered by his men, Bradley stated that once the Chinese entered the war in Korea, the US was now "fighting the wrong war, in the wrong place, at the wrong time, and against the wrong enemy" since it was mainly the Chinese on the ground and the Soviets in the air who faced the US/UN coalition by early 1951. A ceasefire agreement was reached in mid-1953 under the new American President Dwight D. Eisenhower, and while not a true end to the war, it did stop the killing---but set up a scenario in which the US has been required to keep upwards of 25,000+ troops in South Korea since 1953. Meanwhile, the Japanese economy boomed largely due to this war and the larger Cold War effort, while China was undergoing a ruthless "Cultural Revolution" under the leadership of Chairman Mao Zedong. This internal battle kept China on the sidelines for most of the mid-20th Century, so our course will focus mainly on Japan and Korea, along

with the actions of Mao and his plans for China. This will take us to the Mid-Term Exam and your essays there should emphasize the events just described using the appropriate readings.

The 2nd part of the class will explore how the period from the 1970s to the present shaped events in these same countries, with special emphasis on what is known as the Japanese Economic Miracle, which ended in the mid-1990s with the so-called Asian Flu that nearly toppled the Japanese economy. Our focus on Japan will peak with the most recent events there, including the renewed call for all outsiders, particularly the US military to leave Japanese soil (read Okinawa here) and how some in Japan have insisted that the post-WWII Constitution which limited any offensive Japanese military ability should be re-written to allow Japan more power in self-defense including the creation and use of nuclear weapons if necessary. The Chinese story is one of struggles that were aided when Richard Nixon breached the Cold War wall surrounding China and began the process of opening it to the West---which today is heavily dependent upon Chinese investment capital. Meanwhile, the Chinese have learned to use their new economic power to pressure the West into sharing technological advances which have let them develop a powerful military which, in turn, stimulated a Chinese version of imperialism that many fear will lead to a war with the US. This is the reason for you reading the book about Thucydides Trap. China is constructing man-made island to help bolster claims to ever larger areas of the Pacific, and the Chinese increased their defense spending from \$147 billion in 2013 to over \$200 billion today thus forcing other nations, including the US to keep pace. So it is important to understand why China sees the outside world the way they do---and the readings should help. The issue of how to handle the two Koreas is equally important and will mark the culmination of our course with special emphasis on the North's creation of a nuclear capability and the means to deliver it not only onto the soil of important US allies like Japan, but to the US itself. Your Last Exam will have essays that focus on these issues.

Course Outcome Competencies: Upon completion of this course, students will be able to understand and effectively communicate their grasp of:

The rise of the major players in East Asia, with particular emphasis upon Japan, China and the two Koreas along with how they and the Western powers have interacted from the Age of Imperialism, through the two World Wars, the Cold War, and finally the Age of Globalization and nuclear arms proliferation. The first part of the course, leading to the Mid-Term Exam is built around understand the various nations and how they became the countries they are today. The focus is on modernization and the desire to emulate the Western giants with colonial holdings for Japan, and the internal struggle for the future of both China and Japan. This lasts through the end of WWII and is essential to understanding why it is hard for either the Japanese or the Chinese to help deal with North Korea's nuclear ambitions today. Only by grasping what occurred to Korea at the hands of both China and Japan, and then to China under the ruthless control of Japan from 1931-1945 can one fully realize the depth of hatred that still exists between these cultures today. Most of the background will come from Lipman's, **Modern East Asia**, and the Introduction and 1st 5-Chapters of Allison's, **Destined for War: Can America and China Escape Thucydides Trap?** The Last Exam, covering Part II of the class will build on the understanding from Part I, and lead directly to an strong emphasis on the critical nature first of the role played by the Japanese economy into the 1990s and then the sudden explosion of China's economic and military strength from the late 1990s onward to the present. Overall of this is the pressure of what to do about the Koreas, since that beleaguered nation was divided in 1945 becoming two separate countries and remaining the most hostile legacy of the Cold War from 1945 to the Present. The US has kept a vast military commitment in South Korea since the Ceasefire of 1953 that suspended, but never officially ended the Korean War (1950-1953) and has kept a wary eye on events in North Korea which has been led since its creation by a single family dynasty which is now capable of building and using

thermo-nuclear weapons---better known as Hydrogen Bombs. These are far more powerful than the Atomic devices used by the US on two Japanese cities in August 1945. North Korea also regularly tests ever larger ballistic missiles, which can reach much of the Continental United States and will soon be able to carry their newly developed Thermo-Nuclear weapons. The readings for this 2nd part of the class include a collection of Essays called **North Korea and Nuclear Weapons**, and then the rest of **Modern East Asia** and finally the completion of **Can America and China Escape Thucydides Trap?** By the Last Exam, it will be clear why the US both fears and needs China, and why the Japanese rose and fell in prominence over the period between the Meiji Restoration of the 1860s and today, including WWII and its aftermath of course. The issue of the Two Koreas is tied to all the above and will be heavily emphasized for obvious reasons, especially for those of you currently serving or with loved ones who are serving, perhaps in South Korea right now. I am counting on all of you to dive in here and let's make this a truly stimulating class on some of the most significant issues of the last 150-years.

Seriously---Is He Kidding? How to Handle the Reading Assignments in 8-week Terms: Here are some thoughts about how to approach what I know seems like a daunting amount of reading in this 8-week format that WBU has adopted. I realize that the reading may seem quite overwhelming. But understand that the key to reading at this level is to break-down the effort into steps. **Never** try to read books like these as you would a novel. Instead, look at what is assigned for a period, then begin reading for an hour or so, using highlighters, making notes in the margins or on note cards, etc., then leave the material for some time. Take a break and focus on some other issue until you feel energized again, diving back into the reading when you are ready. Just as important is the skill of what we called "gutting" the book. This occurs PRIOR to your in-depth reading of the assignments and is something you might consider doing early in this and every term---for each course. This process starts by looking at the book title, through which the author is attempting to send you a clue regarding the focus the work. In the narrative text, do the same by thinking about what the chapter titles tell you---and once in a chapter, look for the paragraph headers which are like road signs, helping you to follow the author's argument/thesis via each chapter's narrative. Never skip the captions for photos or maps since they are often filled with clues about the topic. Make notes at the top/bottom of a page summarizing the key players or themes---so later when you are in a hurry (say on the tests) and need to skim through quickly you have those shortcuts to help you. Think "Big Picture" or "Context" when reading works like these and it will make the break-down much easier.

Participation: Students need to log into the Course Homepage regularly, at minimum of every 48-hours looking at the Announcements Page for updates or alterations to remain informed on any issues that arise. Please check your Course E-Mail within the Course Homepage if you sent me a question to assure that you see my response in a timely manner. You should also watch for any WBU announcement posted for the entire class---which I normally will put up onto the Announcements Page---but hey---you never know and I might forget (-: It is the responsibility of each student to keep track of their assignments and thus it is essential for everyone to have daily access to a computer and a reliable Internet connection to succeed in this course. Technical problems with a Student's computer or Internet provider are not valid excuses to miss Assignments, Exams, or other Due Dates. Students should plan ahead to have all work submitted earlier than the last Due Date in the event of a computer malfunction or other disruption and everyone should also have access to a back-up -- a computer at a family member's home, friend's location, local school, local city library, tablet or smart phone with the Bb App -- to meet all assignment dates. It is strongly recommended to download the [Student Blackboard Mobile App](#) for your Smart Phone or tablet to access the Course when Wi-fi is down, Internet is unavailable, a computer crashes, students are not a home, etc. Many learners use this App to successfully interact in the Course as well as upload and/or complete Assignments. This is one of the

trade-offs for the convenience of a Virtual class. When technical problems occur, students need to contact the [WBUonline Help Desk](#) for assistance immediately. They are open 24/7 via Chat, E-mail or by telephone.

Instructor's Policy on Academic Dishonesty: Occasionally a few students will attempt to cheat or plagiarize. Students caught will receive a grade of F (0 points) for that assignment. Additionally, such students may receive a grade of F for the Course and may be suspended from the College (penalties which become a permanent part of a penalized student's record and cannot be eliminated by the repeat-option). If you are unsure about the definition of plagiarism, see the links available to Students or visit with your Professor.

Plagiarism includes, but is not limited to:

- downloading a free or purchased paper
- copying an article from the web or electronic database
- translating a foreign web article into English
- copy a paper from a local source
- cobbling -- cutting and pasting to create a paper from several sources (including web sites) even if properly cited
- excessive quoting (more than 20% even if properly cited)
- quoting less than all the words copied
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation
- recycling work from a previous or current course, whether your own work or another student's work.

Review the Plagiarism Handouts located on the "*Course Info*" Link on the Course Webpage.

Choosing Solid Scholarly Sources for Historical Research: Students often search for additional information about historical events to supplement their understanding of the material in preparation for essays, discussions, and even Graded Quizzes. To correctly interpret historical issues requires an accurate knowledge of the facts, so you can also consult secondary sources such as the work of other historians. Students are, however, STRONGLY cautioned to choose these extra sources, particularly Internet sites, with care. Websites, such as Wikipedia or Yahoo, DO NOT necessarily contain reliable facts, documentation, or interpretations, and therefore, should not be used in a college course, without other means of corroboration. NEVER, cite these websites as official documentation even if you use them for a "Quickie" look at what they say about some topic. Remember that websites like Wikipedia even post disclaimers, informing users that their material may or may not be valid [Wikipedia Disclaimer \(http://en.wikipedia.org/wiki/Wikipedia:Disclaimers\)](http://en.wikipedia.org/wiki/Wikipedia:Disclaimers). Students should, instead, choose sources from the WBU Virtual Library such a History Cooperative, JSTOR, or other refereed journals. For websites, learners should select places where the author can be identified as a scholar, historian, or other knowledgeable person. Such examples would include websites ending in .edu or .org. Websites helpful to students in this course already examined by the Professor are available via the "Web Resources" link through the Course Homepage. **Use of Wikipedia, Yahoo, Twitter, ANY Encyclopedias, Dictionaries, or so-called "Popular History" websites (like History.com or the .net one) or any similar websites as sources for a graduate-level assignment will receive a letter-grade deduction (generally this means a minimum**

of a 10-point loss) for every infraction. If you are in-doubt write to DR J and ask for confirmation about the scholarly nature of the site/source in question.

Additional Course Suggestions/Requirements:

- **Skipping is a self-inflicted punishment.** Exams and Due Dates missed may NOT be made up and will result in a zero (0) for the assignment. All written assignments must be turned in on time. Any and all late assignments will be penalized a full letter grade for each 24-hour period they are past due.
- **Computer failures are not excused.** There is a broad window in which you may choose to take your two Tests, but students suffering any technology failure not caused by either Wayland Baptist University or by a system-wide crash such as found in a thunderstorm are not excused---so have a backup site in the event you suffer such a failure---and hit the "Save" button every few minutes while doing your work to be able to salvage most of it in case of disaster. Think of us "old codgers" who had early model computers---and no kidding I kept my physical documents in our Dryer while traveling to try to save them in case of a storm or fire. But way back then---these documents were hard to get---and cost 0.25 cents per page---and I had literally over one-thousand pages of material that are still kept in plastic containers in my attic. So please be sure you continually back-up your assignments, whether it is one of the Exams or your Paper as you work, so that if a failure occurs you can take a Flash-Drive or whatever with you to your fallback site. Remember, too that the two Exams and the Research Paper must be submitted electronically through the SafeAssign tool per WBU regulations.
- **Student Responsibilities and Conduct:** "The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Wayland Baptist University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements." The full text of the Student Code of Honor can be found at http://www.wbu.edu/student_life/student_handbook/. All violations of this code will be punished with all the severity permitted by the Code of Student Rights and Responsibilities. Students caught cheating or plagiarizing will be at the very least failed for the entire course.
- Students **MUST** submit all Assignments electronically through the SafeAssign link per the Instructions on the Course Website and no Assignment will be accepted in any other form as mandated by University and Course Syllabus rules.

Etiquette: The study of history is important and deserves respect from both the Professor and from Students. Everyone has an obligation to cultivate an environment for learning that enhances the ability to pursue the shared interest in history. Respect for one another and for their ideas and values are essential for a strong community and for us to interact in the way necessary to fully understand the story of mankind---which is what the study of history is really all about anyway. Respectful students bring a strong work ethic to the course and are expected to log-on to the class regularly, be prepared for each class, and be attentive to discussions and online chats. A shared respect for one another is essential to the academic integrity and a comfortable learning environment. Everyone must do their part to maintain a climate of openness and civility that encourages and honors intellectual achievement. If you need to review the standard for Net Etiquette rules, see the [Netiquette Rules](#) for more information.

Teaching & Learning Strategy: The class is approached as an on-line instruction tool to learn about a historical topic in-depth. The course is designed to be completed during the NEW fast-paced 8-week term. A student should expect to schedule, on average, approximately 20-25 hours per week to

accomplish the assignments required in this course and reading material of 300-350 pages per week. It is recommended for the student to block out time in your day planner every day for completing reading, reviewing Internet sources, and course work, just as you would do if you were on campus. Remember, it is Graduate School, and without a face-to-face environment, you shoulder a heavier burden. But I am always here to help.

This course stresses interaction between the students emphasizing their ability to teach themselves in a form known as the Socratic Method. The class is designed with textbook readings and supportive readings and primary documents on Internet sites to support the historical material. Students should view and/or print off the class syllabus and calendar regularly to keep track of assignments. In addition, students should regularly check their course e-mail for notices about any changes in the course or content materials. Participation in this course is crucial to success.

Since this course is offered as an online class, individualized learning is the key. Your ability to read the assigned material and learn on your own to identify major theses and link material together into a comprehensive understanding. Doctor Powell is available by email, and chat room to discuss in-depth any material you do not understand or struggle with, but the burden of learning falls primarily upon the individual student.

Copyright of Course: Courses and course presentations/materials shall not be reproduced, distributed, re-used, or revised without prior knowledge and consent of the professor. Copyright of courses and course presentations are owned by the professor just as in the case of traditional course materials such as books or articles.

Where do I Begin?: Go to the Course Webpage on WBUonline (Blackboard) and select the "*Course Info*" Link:

--Print out/or save a copy of the Course Syllabus for the Term to keep handy for referral.

--Print out the Course Schedule from the "*Course Schedule*" Link and post somewhere prominent. Put the dates in your smart phone calendar.

--Review and be familiar with ALL Course Policies and Graded Assignments.

****Changes or adjustments in Course Material, Course Schedule, or other parts of this Course Syllabus may be made during the Term if circumstances warrant.**

Are there Proctored Exams or not?: No proctor is necessary as all Exams are completed Online. Tests are scheduled on the calendar to begin at 1200/12:00 p.m. Noon on the date listed (usually Friday) and ending at 2355/11:55 p.m. Midnight (usually Monday) per the calendar. Some general thoughts on taking these Online Exams are in order. First, read the Instructions carefully. I have had students who overlooked the requirements by failing to read the Instructions on the Exams and thus devastated their grade. Next, you must treat this as if it was being taken in a classroom setting, with no outside support being used. I do not mind if you refer to the textbooks or any of your notes or research but avoid trying to "look-up" the answers and be especially WARY of plagiarizing what you are reading from the books as you take an Exam. That is really easy to do, so take your time, think through the question, glance at anything you need to refresh in your memory, and then calmly sit down and type a response that addresses each item that is mentioned in the original question. Let the questions guide your answers is another way to think of it. NEVER, try to take an Exam if Thunderstorms/Snowstorms are in the area or if you are expecting company or might have any other distraction enter into the "quiet zone" you have set up for this Exam. For your own sake, I would not answer your door, turn off all telephones, banish

your spouse, children or significant others while testing, and focus entirely upon the Exam so that you will submit your best work. Do not---as a certain Professor did a few years ago while working on the computer in another room---leave the Television on nearby broadcasting anything---like a certain NCAA Basketball Championship Final Four game in which his alma-mater, and former employer were playing!! To say that this unnamed Professor was constantly distracted is an understatement and his team lost to a University from a state where they make Cheese anyway! Focus is the key.

Submission of ALL Assignments: Students **MUST** submit ALL Assignments and Exams/Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

Course Schedule for HIST 5333 Modern Asia -- Fall 1 2020:

Assignments: Unless otherwise noted, all assignments are due before 11:59 p.m. (just prior to Midnight) Central Daylight Time (CDT) on the final date listed. All dates refer to the 2020 Calendar Year and all times refer to the appropriate seasonal CDT (Central Daylight Time) as appropriate. Students **MUST** submit all Assignments electronically per the appropriate Instructions on the Course Syllabus/Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

Computer Problems? Contact the WBUonline Help Desk immediately, available 24/7. Technical problems are not an excuse to miss a posted Assignment Due Date. Turn in assignments early and/or have backup plan.

General Information on Reading: Specific weekly reading assignments have been discarded in favor of allowing Graduate-level students the freedom to read at their own pace. The main issue is to read so that you have enough time prior to the Mid-Term and Last Exam to ask DR J any questions that may arise from the books that are assigned. So, pace yourself, but if you encounter material that needs clarification, then write to DR J via the Course Homepage, and ask for any help. Remember, all the assigned reading up to the date of the specific Exam will be considered fair game on the Mid-Term or Last Exam respectively, but I am always here to help if you ask. I hope this more flexible approach will benefit those of you who felt constrained by reading only what was listed on the *Course Schedule* for any given Week

I will simply use the term Ibid. for the weeks following list until we reach the Mid-Term/Final so you can set your own pace for the readings. I also suggest that you try to swap the books around instead of reading one book completely to the end first, then the next. You can and should make notes in the margins and use note cards or whatever, but experience shows that by reading different interpretations of the material in preparation for the Mid-Term/Final helps with retention and provides a fuller understanding of the story.

NOTE--do not be intimidated by the amount of reading. I provided a brief explanation on how to accomplish what is known as "gutting" a book in the Course Syllabus which allows us to master the art of scholarly reading in a shorter time period!

Date	Week	Reading Assignments	Exams	Discussion Assignments	Writing Assignments
8/17	Week 1 (Introduction/General Information)	Purchase Book. Familiarize yourself with the Course Syllabus, Course Policies, " <i>Course Info</i> " Link, and other areas of the Course Web Page. Begin Reading Immediately.	Exams will be made Available on the " <i>Exams</i> " Link	Information on Discussions are found on the Course Syllabus. Locate Questions & Post Entries on the " <i>Discussion Forum</i> " Link	Information found on Course Syllabus. Upload via the SafeAssign Link on the " <i>Research Paper</i> " Link Turabian and Writing Assistance is found on the " <i>Course Content</i> " Link.
8/17	Week 1	I have essentially created two classes for the reading, divided by the Mid-Term Exam. I will simply use the term Ibid. for the rest of the weeks in this list until we reach the Mid-Term so you can set your own pace for the readings. I also suggest that you try to swap the books around instead of reading one book completely to the end first, then the next. You can and should make notes in the margins and use note cards or whatever, but experience shows that by reading different interpretations of the material in preparation for	No Exam Due.	Introduction Discussion Due 8/24/20	8/24 Requests for Paper Topic Approvals are DUE by Course Homepage E-mail ONLY to DR J NO LATER than MONDAY 24 AUGUST 2020 by 2359/11:59 pm CDT. NO Attachments

Date	Week	Reading Assignments	Exams	Discussion Assignments	Writing Assignments
		<p>the Mid-Term helps with retention and provides a fuller understanding of the story.</p> <p>--<i>Modern East Asia</i>, Chapters 6-10</p> <p>--<i>Destined for War</i>, Chapters 1-5</p>			
8/23	Week 2	Ibid.	No Exam Due	No Discussion Due	Approval by DR J of all Paper Topics will be returned by Monday 31 August but likely much sooner.
8/30	Week 3	Ibid.	No Exam Due	<p>Discussion Forum One (1) Opens Friday 9/4</p> <p><i>Individual Long Post</i> DUE Weds. 9/9/20</p> <p><i>Long Answer Post</i> DUE NO LATER than Weds. 9 Sept. 2020 by 2355 or 11:55 pm CDT</p>	Be certain you have submitted your Topic and received Approval.
9/6	Week 4	Complete ALL Readings as Assigned for Part I for Discussion	<p>Mid-Term Exam 9/11 – 9/14</p> <p>Mid-Term Exam Due anytime between: Friday 11 Sept. 2020 - Monday 14 Sept. 2020 but DUE NO LATER than Monday 14</p>	<p>Discussion Forum One (1)</p> <p><i>Long Answer Post</i> DUE NO LATER than Weds. 9 Sept. 2020 by 2355 or 11:55 pm CDT</p> <p>One <i>Commentary Post</i> DUE NO LATER than Thurs, 10 Sept. 2020 by 2355 or 11:55 pm CDT</p>	Research for Paper

Date	Week	Reading Assignments	Exams	Discussion Assignments	Writing Assignments
			Sept. 2020 before 2355 or 11:55 p.m. CDT		
9/13	Week 5	<p>---<i>Modern East Asia</i>, Chapters 11-13</p> <p>--<i>Destined for War</i>, Chapters 6-10</p> <p>--<i>North Korea & Nuclear Weapons</i>, The Complete Book</p> <p>The use of <i>ibid</i> for the following weeks will apply once more. You set your own reading schedule based upon the general goal of learning but be certain to complete the reading before the Last Exam (Final).</p>	No Exam Due	No Discussion Due	Complete Research for Paper
9/20	Week 6	<i>ibid.</i>	No Exam Due	No Discussion Due	Compose/Write Research for Paper

Date	Week	Reading Assignments	Exams	Discussion Assignments	Writing Assignments
9/27	Week 7	Complete ALL Readings as Assigned for Part II for Final Exam	Final Exam 10/2 - 10/5 Last Exam (Final) Due anytime between: Friday 2 Oct. 2020 - Monday 5 Oct. 2020 but DUE NO LATER than Monday 5 Oct. 2020 before 2355 or 11:55 p.m. CDT	No Discussion Due	9/28/20 Your Research Papers are DUE NO LATER than MONDAY 28 SEPT. 2020 before 2359/ 11:59 p.m. CDT. Be Sure to Upload via the appropriate SafeAssign Link on the "Research Paper" Link
10/2	Last Day to Drop	Please visit with an Adviser before dropping course.	--	--	--
10/4	Week 8	Ibid.	Final Exam DUE NO LATER than Monday 5 Oct. 2020 before 2355 or 11:55 p.m. CDT	No Discussion Due	No Paper Due