



HIST 5333  
Regional History: Modern Asia  
Winter 2017

Wayland Baptist University  
School of Behavioral and Social Sciences  
Virtual Campus

**WBU 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.

**COURSE TITLE, NUMBER, AND SECTION:** HIST 5333 VC01 Regional History: Modern Asia

**TERM:** WINTER 2017

**INSTRUCTOR:** Doctor Jim Powell

**OFFICE PHONE NUMBER & WBU EMAIL ADDRESS:** 806-352-5207(WBU Amarillo Campus) by pre-set appointment since in the Virtual World, Adjunct Faculty have no "office." [james.powell@wayland.wbu.edu](mailto:james.powell@wayland.wbu.edu)

**OFFICE HOURS AND LOCATION:** DR. Powell checks the BB Course E-mail daily and will respond to any E-mail within 48-72 hours. Phone calls are only accepted at pre-arranged appointments since these must be pre-arranged at the Amarillo WBU Campus at the convenience of the Professor, Student, and the Campus open hours. Other virtual contact means can also 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.

Preferred Email for Course Communication: The BB Course E-mail Tab is located on the Left-Hand Menu/Toolbar

ALL Course related communication between Student and Professor **MUST** take place within the **Course Homepage E-Mail TAB on the Left-Hand Toolbar within Blackboard**, NOT via the Hotmail system, because the standard Hotmail programs can/do filter out messages as Spam despite having a correct Heading or address. This could lead to a student's attempt to contact the Professor disappearing into the void. More importantly, the Blackboard Program contains the REQUIRED SafeAssign system through which all written assignments must be submitted, so always use it. It also keeps a permanent record of our conversations, thus protecting both the Professor and Student if there is any question. Finally, given the huge volume of E-Mails that we all receive each day, and with the Filtering system used, it is highly likely that your effort to contact the Professor may never be seen, or not viewed until it is too late to help you with whatever problem you wrote about in the first place. So please take this seriously and write only via the Course Homepage E-Mail system on Bb to guarantee a response from the Professor.

Contact Time Frame: Ordinarily, your Instructor will respond to any E-Mail within 48-72 hours. If you need immediate assistance, or do not receive a response within 3 days, send a follow-up E-Mail. Be sure to check

your Course Homepage and its E-Mail often for messages from the Professor. Doctor Powell regularly posts Blog Comments that are meant for the entire class, so please do check the Course Announcements TAB often.

### **CLASS MEETING TIME AND LOCATION (NECESSARY LOG-ON AND MEETING TIMES):**

Students should purchase textbooks and receive them **prior** to the first day of class. In addition, students need to log-in, on or before, the first day of class through the [WBU Virtual Campus \(http://virtualcampus.wbu.edu/\)](http://virtualcampus.wbu.edu/). This process will activate their Account within Blackboard in preparation for the First Day of Class. This course is conducted completely On Line and does **NOT** require proctors for Exams or Discussions. All Assignments are submitted On Line through the course website. (See more details under "Attendance" requirements.)

### Discussion Engagement:

Students should purchase textbooks and receive them prior to the first day of class. In addition, students need to log-in to the Blackboard's Home Page on or before the first day of class through the [WBU Virtual Campus \(https://wbu.blackboard.com/webapps/login/\)](https://wbu.blackboard.com/webapps/login/) as noted above. (See more details under "Attendance" requirements.) Wayland Baptist University, like many across the nation, now requires "proof" that each student is actually participating regularly in every course in which they are enrolled. This mandate requires each Professor to use some type of regular communication method as evidence that students are indeed active in the course. I decided to use lengthy Discussions, with 3 chances from each Part of the class using the Mid-Term as the break point. You will be graded on **ONE (1)** choice from Part I of the course and another from Part II making your total Discussion grade two submissions with one from each portion of the course. I will provide 3 selections in Part I of the class, and another 3 opportunities for Part II, and you may select which of the 3 choices you want for Part I, and the same for Part II that allows you to select your own Discussion on something from each time period we are covering. But you **MUST** engage in all Discussions that are posted for the course, whether you chose that one or not. For example, we might have a Discussion topic for Part I of the course about the Meiji Restoration in Japan, and another subject a week later regarding the role of the Qing in shaping China, and you select to write about the Meiji Period. Great, and we will all join in discussing that crucial era in Japanese history with you. However, for the next week, if one of your classmates opts to write about the Qing, then you must join in discussing what they wrote, and engage not only the topic as a whole, but whether they made and supported their argument or not, along with any other suggestions you might wish to make. Using this dual-post method of your own answer plus engaging in commentary about what your classmates are writing will help us all learn more from each other. Please feel free to post anything else that you desire, such as a question that your research has raised---or how learning something has changed your views on that subject, or maybe a new technique you discovered while preparing your assignments. A standard answer by you to my question should range between 350-500 words, but write as much as you wish about the topic you selected. The key here is to engage each other in the learning process and share the knowledge we gain from the readings, any Primary research you do and if you have personal experience in the region, from military service or perhaps as a Missionary for your Church then include that as well.

**CATALOG DESCRIPTION:** Study of selected geographic regions in historical context; may be repeated for credit when the topic changes. (See below for more detailed description.)

### **COURSE DESCRIPTION:**

This is one of the most timely and significant courses that I have taught in my 27-years of University teaching. It deals with how modern Japan, China, and both North and South Korea came to be the nations they are today, and why there is such conflict and yet interdependence between these sometimes allies and occasional enemies. The course starts with the birth of modern Japan with 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 topic of China, and how this once global power fragmented into a nation dominated by war-lords, and the civil war between the two prominent leaders, Mao Zedong and ultimately Chiang Kai-shek. This internal battle was briefly suspended during the 1930s and into the 1940s as both set aside their goals to join in defeating the common enemy of Japan. However, 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 creation of the often conquered and occupied nation of Korea which had suffered terrible atrocities at the hands of both China and especially under Japan between 1931-1945. The Japanese were equally brutal to the Chinese in that same period, and it is these events and their legacy which make 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 wall surrounding China, and began the

process of opening it to the West---which today is heavily dependent upon Chinese investment capital into the West. Meanwhile, the Chinese have learned to use that power to pressure the West into sharing technological advances which have let them develop a powerful military. That new military strength has, in turn, stimulated a Chinese version of imperialism which many fear will lead to a war with the US, thus the reading of the book about Thucydides trap. 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.

The course will also rely upon the use of Discussions, with me providing choices for each of the two sections of the class, and each student must post a lengthy Discussion Essay for the first and second half of the course on the topic they select from my list, and the class will engage along with me in debating/discussing each of these posts. Remember, you must answer two of these, with one coming from each part of the class, and the Instructions for them will be explained below. Essentially you are telling me what you have learned about key issues from each of the two sections of the course, and then we as a group will discuss these events in some detail. Note that the rules require the use of an Essay format, including a Cover Sheet, citations from the readings and Primary sources, with a Bibliography included at the end. The Turabian format of Notes/Bibliography **NOT** the Author/Date parenthetical style commonly used in Undergraduate courses. So your class average will come from the two major essay-style exams, which are open-book and not timed, along with two Discussions posts one from each half of the course. This is as close as possible to the Socratic method we normally use for in-person courses at this level, and I hope you will feel comfortable writing as if we were talking in the same room. Just remember, that everything you submit, since these are all done at home with open-books and no time limits other than due dates---you **MUST** be careful to assure that you include the use of both Primary and Secondary sources and the correct Turabian form of citation.

**PREREQUISITE: There are no prerequisites for this course.**

**REQUIRED TEXTBOOKS:**

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.  
 Oberdorfer, Don & Carlin, Robert. *The Two Koreas: A Contemporary History*, 2013, Basic Books. ISBN: 9780465031238

There will be a few articles assigned from key journals such as *Foreign Affairs* to address the complex events of China's growing power and North Korea's nuclear threat for the 2nd part of the course.

**STRONGLY SUGGESTED TEXTBOOK:**

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> edition, University of Chicago Press: 2013. ISBN: 9780226816388

Where to Purchase Textbooks:

Students are **STRONGLY** encouraged to purchase the textbooks from WBU Virtual campus where the books are in stock. Internet bookstores and other places may claim have these books but they are often on backorder which can cause a significant delay of up to 3-4 weeks. This delay is unacceptable in a University using the quarter system because it places students too far behind to realistically keep up in the class.

**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 understand 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?** Pages 1-66 from **The Two Koreas** will also be very useful in preparing for the Mid-Term Exam. 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 of first the Japanese economy into the 1990s and then the sudden explosion of China's economic and military strength from the late 1990s onward through the George W. Bush years to the present. Over all of this is the issue of what to do about the two Koreas, since that beleaguered nation was divided in 1945, became two separate countries, and has remained 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 as of this month (October 2017) 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 completion of **The Two Koreas**, along with 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?** There will be a few articles listed for reading out of the prominent journal, *Foreign Affairs* and these will be for updated information as the class proceeds. By the Lat 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 of 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.

#### **WBU VIRTUAL CAMPUS ATTENDANCE POLICY:**

Students are expected to participate in all required instructional activities in their courses. On Line courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in a Virtual course is defined as active participation as described in the Course Syllabus. Instructors in On Line courses are responsible for providing students with clear instructions for how they are required to meet the participate portion of the course. Additionally, Professors 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 On Line course, i.e., non-participatory during 3 or more weeks of an 11 week term, 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 term 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 Professor in the Course Syllabus, are considered a part of the University's Attendance Policy.

#### Participation:

It is the responsibility of each student to keep track of their Assignments. Students must have daily access to a

computer and a reliable Internet connection to enroll in, and 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 access to a back-up computer at a family member's home, friend's location, local school, or local city library. If a technical problem does occur, students should immediately send an E-Mail to the Virtual Campus Help Desk, where specialists in this technology can provide assistance. You must also send a note to your Professor via the Course Homepage explaining the difficulty and the Date, Time and Steps taken to solve the issue. Should the problem not be addressed by the Help Desk, they will provide the Professor with a detailed report of ALL actions taken and the Professor will then decide if the Student can be allowed to complete the work in another fashion. If you cannot use E-Mail, telephone your Professor as a last resort to explain the problem. Remember, however, that this is an On Line course, and traditional telephone messages may take longer to be returned since they are outside of the normal communication chain. If you reach your Professor's voice-mail, leave a message explaining the trouble and contact information where you can be reached. Expect an E-Mail response via the Course Homepage as the primary means of return contact, not a telephone call, since students are enrolled from around the world, and may, in fact, be on Active Duty in a military combat zone, or live in Alaska or Hawaii and so on. This makes telephone communication problematic to say the least. If necessary, a Chat Room can be created as a temporary method to discuss material that is too complex for a standard E-Mail.

**NOTE:** Contact the Professor immediately if you have a family emergency such as an unexpected major illness or family death, are on Active Duty serving in a war zone and must be off-line temporarily, or have any other justifiable reason why you are unable to meet the Due Dates. However, change of military assignments or TDYs, changing work schedules, or other occurrences caused by a busy life are not acceptable excuses for missing the assignments. Plan ahead.

#### **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.

#### **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 that is used for any purpose at all
- 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 from a quote---there is a way to legally use part of a sentence or paragraph and if you need that information then just ask me and I will gladly demonstrate the process
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation
- recycling your own work from a previous or current course, or another student's work even with their permission.

Review the WBU Plagiarism Policy and Plagiarism Handout located on the “Course Information” TAB on the Course Webpage.

#### Choosing Good 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 quizzes. To correctly interpret historical issues, students must have accurate knowledge of the facts. Students 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. Websites like Wikipedia even post disclaimers informing users that their material may or may not be valid (<http://en.wikipedia.org/wiki/Wikipedia:Disclaimers>). Students should, instead, choose sources from the WBU Virtual Library such as History Cooperative, JSTOR, or other refereed journals. For websites, learners should select sites 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. **Use of Wikipedia, Yahoo, Encyclopedias, general History websites (like History.com) or other such websites mentioned above will receive a letter-grade deduction (generally this means a minimum of a 10-point loss). Using as “sources” such non-academic web sites like Wikipedia, Yahoo, Encyclopedias, or even general History websites (like History.com) among others with similar designs and intent will result in a reduction in points appropriate to the infraction on submitted the Assignment. Use solid academic sources, and if in doubt, ask the Professor to be certain that you avoid penalties.**

#### **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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

#### **COURSE REQUIREMENTS & GRADING CRITERIA**

##### Student Assignments:

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 Project submission.

The Mid-Term Exam and the Last Exam--are each worth 35% of a student's grade--with both Exams being divided into two Essays graded collectively, that are normally answered using about 750 words, or two double-spaced pages for each question chosen. These must be written in the Turabian format of Notes/Bibliography, meaning you **MUST** include footnotes to support your response and then a Bibliography that lists **ALL** sources you consulted, not just those you cited from in your answer. There will usually be three-to-four questions posed, allowing each student to choose **TWO (2)** topics on which to write their response. Your answer may be as long as time allows, but a general rule-of-thumb is about four-to-five double-spaced pages, not including the Bibliography and with each answer choice being about 750-words. The Mid-Term will rely upon the material found in the First Block of reading listed on the “Course Schedule” while the Last Exam obviously comes from the next Block. Discussions conducted during the appropriate time-frame may also appear on the relevant Exam so please be aware of any posts made by DR J or in the student-led Discussions since that material may prove very useful when taking the Mid-Term or Last Exam. The final 30% of your Course Average is divided at 15% each for your own answer to one of the 3 Discussion choices offered in each Part of the class, coupled with your commentary on the posts of each of your classmates, no matter what the select, during each Part of the course. So your first 15% will come from Part I of the Course and blend in your scores from your own 350-500 word Discussion answer followed by what you say in the commentaries you make while engaging the

answers from your classmates which will be spread out over the roughly 5-weeks of Part I and the 5-weeks of Part II. I remind you---to prevent panic---that this is Graduate School---so our classes have about 10-student on average, so you will not be writing commentaries on 30 of your classmates!! The goal here is for you to read and engage your colleagues in a civil discourse regarding what we are all learning about Modern East Asia, so please understand that you can write your own Discussion in the first segment, and then focus your commentary engagement during the next two Discussion windows for that Part of the course. But please understand that the more you write, and learn how to assess both what others are arguing and the sources they use---the more likely you are to succeed not only in our MAH Program, but as a scholar in general. If you have any intention at all of seeking a Doctorate Degree then you must master these techniques now---and get very comfortable with not only writing but also in questioning what others have written. Virtually every decent Doctoral Program in History, including at Texas Tech, requires that all PhD candidates have written such a Thesis for application to their program. Like everything else that is skill-based in life, the more you practice it, the better you are at it---so approach the Discussions and Commentaries, along with the Essay Exams as short research papers that serve as essential practice

Whatever the assignment is, remember it must include a Cover Sheet listing the Course Title and Number, the Title of the Paper or Project, my 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 serving military personnel or faculty from other Departments or even other Universities who are earning a second graduate degree so the use of a Title is appropriate for them) and the Due Date--even if you send it in early. You should begin the assignment by defining your Thesis, then dig out relevant sources and documents, compile a Bibliography and eloquently develop your argument supported with footnote/endnotes cited using the Turabian format, and then end by summarizing your argument in a brief Conclusion. Remember, that in History **All** work must be cited using the so-called Turabian style, which is based upon the more in-depth *Chicago Manual of Style*. The reason for this requirement is that over a century ago the major Professional organizations for Historians such as the *American Historical Association (AHA)* and the *Organization of American Historians (OAH)* selected the Chicago Manual format as the most useful for scholars and history still uses it or the more accessible Turabian version today. So if you intend on remaining in the historical profession and to get published you should learn to master it as soon as possible. Kate Turabian, by the way, was the Graduate Secretary for the University of Chicago History Department for several decades, and chose to create a less complicated tool for use by graduate students but it incorporates all the major features of the Chicago Manual without the excess verbiage and is the one preferred by scholars everywhere. Thank you Kate, we all appreciate your effort.

Additionally, all Exams **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. **BE FOREWARNED!!!** The current version of SafeAssign will only accept .doc, .docx, .ppt, .pptx, .odt, .txt, .rtf, .pdf, .html file formats and generally in sizes of 10 MB or less. **ANOTHER CAUTION!!!** The SafeAssign Link allows only **ONE upload attempt so your Exam should be ONE complete document (including the Cover Sheet, the Exam, your Footnotes and the separate Bibliography. So Please be sure that you are uploading the correct version that you want me to grade using the SafeAssign Link!** Students needing assistance saving or uploading their Exam on the SafeAssign Links should contact the VC Help Desk PRIOR to making their ONE attempt with the provided link on the left-hand menu on the Course Webpage. **REMEMBER**, once you hit that "Submit" button for the final time to upload and send your Exam, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file! Any submission which cannot be scanned by SafeAssign or opened by SafeAssign and/or within Bb CAN 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. For using SafeAssign, see the SafeAssign Handout for how to check your Plagiarism scores and more. Now to prevent panic in the ranks let me assure you that I always double-check that SafeAssign score---and quite often it will read artificially high due to you citing from the books or articles that you used, but those will appear as being plagiarized since they are listed as someone else's work. Trust me I know this and ignore such issues. Just an FYI---when I open your score it shows up in colors---and I can easily scan those to see what they are from---and even if it says "Someone else's Paper" I will still look and most likely see that they used the same sources that you did---and that is what is highlighted in that Blue or



Pink or whatever color. So rest-easy---I will not take the score at face value.

Penalties Applied to Assignments (Based on a 100-point Grade)	
Exam Not Submitted on SafeAssign Link	A 2-letter Grade Deduction (Usually 20 points)
For Every 24 hours Late Past the Due Date	A letter Grade Deduction (Usually 10 Points)
Late & Not Submitted Correctly (within 24 hours of the Final Due Date)	Both Penalties Apply A TOTAL of 3-letter Grade Deduction (Usually 30 points) ----- A 2-letter Grade Deduction for not submitting Correctly (Usually 20 points) <b>AND</b> A letter Grade Deduction -- Late (Usually 10 Points)
SafeAssign Plagiarism Score of 21-40%	A 2-letter Grade Deduction (Usually 20 Points)
SafeAssign Plagiarism Score of 41% or more.	Will not be Accepted ZERO

#### Additional Course 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 a failure. Be sure you continually back-up your assignments, whether it is one of the Exams or your Discussion and Commentaries as you work, so that if a failure occurs you can take a Flash-Drive or whatever with you to your fall-back site. Remember, too that the two Exams 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/](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 Exams 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.

#### **GRADING CRITERIA:**

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 for every 24-hour period they are Past Due. This is motivational, not punitive. Here is the basic outline of assignments as they will be submitted:

Midterm (Exam 1)	35%
Last Exam (Exam 2)	35%
Discussion and Commentaries (Part I)	15%
Discussion and Commentaries (Part II)	15%

Graded assignments will be assessed as follows:

- The quality of your Exam Essays will be evaluated by your ability to answer questions critically. This means by formulating a Thesis argument in response to the issue being posed and supporting it with all the necessary evidence using the Turabian format. 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 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 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 work. We take the raw data, in the form of official documents such as the post-WWII Japanese Constitution, memoirs from participants, newspapers, pamphlets, books or even photographs (look at those taken following the massacre in Shanghai by the Japanese for example) about something or someone, and then we distill/interpret them in such a way that the reader will comprehend why the policies/actions/events that shaped the event unfolded as they did, and what the consequences were even today. Remember that you have no time limit--other than the Due Date on these Exams. You know when they are going to open---and what subjects they will cover---so please prepare in advance, and select the topics for which you are best informed. Then treat this like writing a research paper---albeit a short one---and be sure to avoid distractions.
- The Exam Essays will be graded according to the quality of the writing, the richness and depth of analysis (context) and of the sources used. An important rule-of-thumb for all Graduate-level work is for 1/3rd of your sources to be Primary and the rest Secondary. The formulation of a clear Thesis that is supported with all the necessary evidence is at the heart of historical scholarship and these skills are being honed in even with these Essay Exams.
- The quality of your Footnotes and 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.
- Think of the Essay Exams and even your Discussions and Commentaries in these terms. Because we "fight like we train" you must always use the Cover Sheet, Thesis, Narrative, then Conclusion and most importantly, provide the proper sources in Footnotes and your Bibliography all written in the Turabian style.

#### **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 or within the last two days of a Micro-Term 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 (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the "I" will be converted to an F.

#### **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 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 Executive Vice President/Provost 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.

### **ADDITIONAL INFORMATION:**

#### 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 the ideas and values of others are essential for a strong environment for learning history. Respectful students bring a strong work ethic to the course. They are expected to log-on to the class regularly, be prepared for 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 an environment of openness and civility that encourages and honors the intellectual achievement. If you need to review the standard Net Etiquette rules, see the [Netiquette Rules](#) for more information.

#### Go to the Course Webpage on WBU Virtual Campus and select the "Course Information" TAB:

- Print out and keep a copy of the Course Syllabus for the Term handy.
- Print out the Course Schedule on the "Course Schedule" TAB and post somewhere prominent.
- Review and be familiar with ALL Course Policies located including the SafeAssign, Wikipedia and Plagiarism Handouts.

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

#### Teaching & Learning Strategy:

The class is approached as a Virtual tool to learn about the East Asia in the Modern World. The course is designed to be completed during a regular 11-week quarter. A student should expect to schedule, on average, approximately 10-15 hours per week to accomplish the assignments required in this course and reading material of 150-200 pages per week. It is recommended for the student to block out time in your day planner three times a week 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. That is best seen with the Discussions which I pose to allow you to tell me what you have learned, and for your classmates to help in that process by offering commentary on what you have written. The class is designed with textbook readings plus supportive and primary documents from Internet sites to enhance your understanding of the historical material. Students should view and/or print off the Class Syllabus and especially the Course Schedule/Calendar regularly to keep track of assignments. In addition, students should regularly check their course E-Mail and Announcements Page on the Course Homepage toolbar 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 On Line 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 of the complex region and cultures that comprise East Asia is vital. Doctor Powell is available by E-Mail using the Course E-Mail tab on the left-hand toolbar, or in a chat room to discuss in-depth any material you do not understand, but you must contact me with specific questions. I have no way of knowing whether you are learning the material or not unless you tell/ask me. The burden of "first contact" 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.

Exams:

No proctor is necessary as all Exams are completed On Line. 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 Virtual Exams are in order. First, read the Instructions carefully. Next, you must treat this as if it was being taken in a classroom setting, with no outside support being used. I actually encourage you to reference the textbooks or any of the Discussions/Commentaries, your notes or research and so on, but avoid trying to "look-up" the answers and obviously steer clear 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 type a response that addresses each item that is mentioned in the original question. Letting 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---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 recently while working on the computer in one room of the house---leave the Television on in an adjacent room broadcasting a certain NCAA football game in which his alma mater was about to win the game and thus break a 30-consecutive game losing streak to this opponent. However, an error by the defense left a receiver completely uncovered while on the 5-yard line and they scored the go ahead points 28-27---but wait---the alma mater drove down the field and in a great run moved into easy Field Goal position with seconds left to play. But once again---wait---a rather dubious Holding call against the alma mater moved the team back thus forcing a 54-yard Field Goal attempt that missed the cross-bar by---no kidding---2-feet. Time had expired and this ancient foe now has a 31-game winning streak and is ranked in the top 25---despite winning against The University of Tennessee with a "hail Mary" pass with no time left---and then defeating the alma mater in one of the luckiest series of events during the last 3-minutes in this team's history. To say that this unnamed Professor was constantly distracted is an understatement and fortunately he/she was not grading at the time---but the work being done did suffer---as did some nearby objects which now must be replaced due to damage. Focus is the key.

Remember---Students **MUST** submit ALL Assignments and Exams 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.

## HIST 5333 --- Course Schedule --- Winter 2017/2018

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**Assignments/Quizzes:** Unless otherwise noted, all assignments are due before 11:55 p.m. (just prior to Midnight) Central Time (CT) on the final date listed. All dates refer to the 2017/2018 Calendar Year and all times refer to the appropriate seasonal CT (Central Time).

**Discussion Board:** Unless otherwise noted, all discussions are due before 11:55 p.m. (just prior to Midnight) Central Time (CT) on the date listed. For rules governing late postings, see the Discussion Rules and/or FAQs.

**NOTE:** Students **MUST** submit all Assignments and Graded 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.

**Computer Problems and Assignments:** Students must have regular access to a computer and a reliable Internet

connection to enroll in this course. I repeat, these are minimum requirements for all students in every Online course. Technical problems are not an excuse to miss a posted Graded Quiz or other Due Date. Students should plan ahead to have all work submitted earlier than the last Due Date in the event of a computer malfunction. Students should then have access to a back-up computer at a family member's home, friend's location, local school, or local city library so they may still meet all assignment dates. You can also download the Blackboard Mobile App as an alternative option for accessing the Course and completing your Assignments. This is one of the trade-offs for the convenience of a Virtual class. When technical problems occur, students need to send an e-mail to the Help Desk explaining the difficulty, and copy the Professor as well---but understand that Professors are not computer experts and do not have access to the Programs or Servers to repair any technical problems that may arise. Any message to me about a technical crisis is for Information Purposes only and not for me to attempt any repair. If you cannot use e-mail, call the Help Line and not your Professor to explain the difficulty.

Date	Week	Reading Assignments	Quiz(zes)	Discussion Assignments
11/13/17	Week 1	Purchase Book. Familiarize yourself with the Course Syllabus, Course Policies, "Course Information" TAB, and other areas of the Course Web Page. Begin Reading Immediately.	Graded Quizzes will be made Available on the "Quizzes" TAB	Information on Discussions are found on the Course Syllabus.  Locate Questions & Post Entries on the "Discussion Forum" TAB
11/13/17	Week 1	<p><b>Reading Assignment Logic:</b> I have essentially created two classes for the reading, divided by the Mid-Term Exam (See Course Syllabus).</p> <p>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 the Mid-Term helps with retention and provides a fuller understanding of the story.</p> <p>--<i>Modern East Asia</i>, Chapters 6-10 --<i>Destined for War</i>, Chapters 1-5 --<i>The Two Koreas</i>, Chapters 1-3</p>	Turabian and Writing Assistance is found on the "Course Content" TAB.	Introduction Discussion Due 11/19.  Disc. 1 Opens FRIDAY 11/17 All Posts DUE SUNDAY 11/19
11/20 - 26	Break	Thanksgiving Holiday		
11/27	Week 2	Ibid.		Disc. 2 Opens FRIDAY 12/1 All Posts DUE SUNDAY 12/3

12/3	Week 3	Ibid.		Disc. 3 Opens THURS 12/7 All Posts DUE SATURDAY 12/9 <b>**NOTE:</b> EARLY DUE DATE for Upcoming Mid-Term
12/10	Week 4	Continue Readings as Assigned for Exam #1 (Mid-Term)	Exam # 1 (Mid-Term) 12/14 - 12/17  Thursday 14 December - Sunday 17 December but DUE no later than SUNDAY 17 DECEMBER at 2355, or 11:55pm. <b>**NOTE:</b> EARLY DUE Date because of Holiday.	
12/18 - 1/1	Break	Holiday Break		
1/2/2018	Week 5	<p>---<i>Modern East Asia</i>, Chapters 11-13 --<i>Destined for War</i>, Chapters 6-10 --<i>The Two Koreas</i>, Chapters 4 to the end of the book --<i>North Korea &amp; Nuclear Weapons</i>, The Complete Book</p> <p>The use of ibid 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>		
1/7	Week 6	Ibid.		Disc. 4 Opens FRIDAY 1/12 All Posts DUE SUNDAY 1/14
1/14	Week 7	Ibid.		
1/21	Week 8	Ibid.		Disc. 5 Opens FRIDAY 1/26 All Posts DUE SUNDAY 1/28

1/28	Week 9	Ibid.		Disc. 6 Opens FRIDAY 2/2 All Posts DUE SUNDAY 2/4
<b>2/2</b>	<b>Last Day to Drop</b>	Ibid.		
2/4	Week 10	Ibid.	Last Exam (Exam 2) 2/9 - 2/12  Friday 9 February - Monday 12 February but DUE no later than MONDAY 12 FEBRUARY before 2355, or 11:55pm.	
2/11	Week 11	You have completed the course. Congratulations!		