Eastern Illinois University
New Course Proposal
HIS 3330, Modern East Asia in the Pacific Century

Please check one:  ☑ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  HIS 3330
2. Title (may not exceed 30 characters, including spaces):  Modern East Asia
3. Long title, if any (may not exceed 100 characters, including spaces):  Modern East Asia in the Pacific Century
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-0-3
5. Term(s) to be offered:  ☐ Fall  ☐ Spring  ☐ Summer  ☑ On demand
6. Initial term of offering:  ☐ Fall  ☐ Spring  ☐ Summer  ☑ Year:  2008
7. Course description (not to exceed four lines):  This course examines the major historical transformation of East Asia from the nineteenth century to the present. Particular attention will be given to the most influential political, economic, and social phenomena that shaped the lives of the people in China, Korea, and Japan in the emergence of the Pacific Century. The course examines their historical relationships both within the region and across the Pacific with the U.S.  WI
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  None
   c. Who can waive the prerequisite(s)?
      ☐ No one  ☐ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
   e. Repeat status:  ☑ Course may not be repeated.
      ☐ Course may be repeated to a maximum of ________ hours or ________ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:  None
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:  None
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] writing intensive
10. Grading methods (check all that apply):  ☑ Standard letter  ☐ C/NC  ☐ Audit  ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method:  ☑ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research
    ☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☐ other
PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course: Students will be able to 1) identify important political, economic, and social phenomena that shaped the lives of the people in the East Asian region for the past two centuries or so; 2) describe the historical relationship among China, Korea, and Japan and their interaction with the U.S. during the last two centuries; 3) interpret the discourse of the "Pacific Century" in the context of increased interaction between the two sides of the Pacific; 4) identify historical debates and controversies in the region during the twentieth century; and 5) demonstrate critical thinking skills, self-awareness, and adaptability in our globalizing society by analyzing the historical pattern of problems in the relationship between the two sides of the Pacific.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      - EIU graduates will write and speak effectively.
      - EIU graduates will think critically.
      - EIU graduates will function as responsible citizens.

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      - Depth of content knowledge
      - Effective critical thinking and problem solving
      - Effective oral and written communication
      - Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives: 1) Preview Questions (1-page reaction to the probing questions regarding the topic of the week prior to the reading), One-Minute Essays (1-page response to the reading material for each week), and Exit Essay (in-class writing activity upon completion of the theme of the week); 2) Quiz; 3) Book/Film Reviews and Mutual Critique; 4) Two Exams; 5) Position Paper (8-10 page) and Reflection Paper (3 page).

3. Explain how the instructor will determine students’ grades for the course: 1) Preview Questions, One-Minute Essays, and Exit Essay 20%; 2) Quiz 10%; 3) Book/Film Reviews and Mutual Critique 10%; 4) Two Exams 30%; 5) Position Paper and Reflection Paper 30%.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives: N/A
   b. Describe how the integrity of student work will be assured: N/A
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.): N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives; N/A
   b. projects that require application and analysis of the course content; and N/A
c. separate methods of evaluation for undergraduate and graduate students. N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *)

Writing intensive. Half of the course grade will be determined by the quality of students' writing. This includes a position paper which must be revised after it has been read and commented on by the instructor.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

WEEK ONE  Settings of East Asian Civilization I: Physical Setting
            Settings of East Asian Civilization II: Spiritual & Linguistic Setting
WEEK TWO  East Asian World Order I: China to the Nineteenth Century
            East Asian World Order II: Japan & Korea to the Nineteenth Century
WEEK THREE The Challenge of the West I: Contact and Conflict in 19c China--The Opium Wars
            The Challenge of the West II: Contact and Conflict in 19c China--Taiping & Boxers
WEEK FOUR  Changes in the East Asian World Order: 19c Japan--The Crisis of Tokugawa
            Changes in the East Asian World Order: 19c Japan--Paths to Modernity
WEEK FIVE  Crisis in 19c Korea: The Conservative vs the Progressive--Reforms from Above and Below
            Crisis in 19c Korea: Revolution or Rebellion?--Peasants' Movement
WEEK SIX   Competing Visions of the Nation and Modernity: Early 20c China
            Competing Visions of the Nation and Modernity: Early 20c Japan
WEEK SEVEN Cyclic Violence of Imperialism I: Meiji Japan
            Cyclic Violence of Imperialism II: Early 20c Korea
WEEK EIGHT The Rise of Anti-Colonial Nationalism I: 20c China
            The Rise of Anti-Colonial Nationalism II: 20c Korea
WEEK NINE  WWII in the East
            American Occupation in Japan and S. Korea
WEEK TEN   Calling for Democracy in Postwar Japan
            From Dictatorship to Democracy: Democratization Movement in Postwar S. Korea
WEEK ELEVEN North Korea after Liberation I: Revolution & Economic Growth
            North Korea after Liberation II: Famine & Nuclear Crisis
WEEK TWELVE Economic “Miracles” in Twentieth-Century East Asia I: Japan
            Economic “Miracles” in Twentieth-Century East Asia II: S. Korea, Taiwan, and Hong Kong
WEEK THIRTEEN The Patterns of the US-Asia Interaction I: 20c US-China Relationship
            The Patterns of the US-Asia Interaction II: 20c US-Japan Relationship
WEEK FOURTEEN Globalization in Modern East Asia I: A Historical Perspective
            Challenges of Globalization in East Asia: China as a Global Power
WEEK FIFTEEN The Interpretations of the Pacific Century: "The Rim Speaks"
            Presentation and Reflection
PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course. While the impact of East Asia continues to grow in the U.S. economy, politics, and culture, the historical transformation of the U.S.-East Asia relationship or the dynamic relationship within the region has not been taught sufficiently in the U.S. college curricula. By offering a course on the increasingly important region and its historical relationship with the U.S., this course will inform our students about the other side of the Pacific and its historical transformation from a global perspective.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. This is not a general education course.

   b. If the course or some sections of the course may be technology delivered, explain why. This course is not technology delivered.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. The reading and writing assignments for this course are designed for upper level undergraduate students.

3. If the course is similar to an existing course or courses, justify its development and offering.

   N/A

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. The course meets criteria for world history elective requirements for history teacher certificate majors. It also meets criteria for Asian Studies minor elective requirements.

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. N/A

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.
PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Jinhee Lee, History

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: N/A

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates): Sample textbooks:

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. N/A

PART VII: APPROVALS

Date approved by the department or school: 3/26/07

Date approved by the college curriculum committee: 4/4/07

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 4/19/07

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).