University of Manitoba
ASIA/HIST 1420 A01

ASIAN CIVILIZATION TO 1500

Fall 2020
Remote Learning
Monday/Wednesday/Friday 9:30am - 10:20am

Instructor: Jon Malek
Email: Johnathon.Malek@umanitoba.ca

Office: 354 University College
Office Hour: Mondays 1:00pm-2:30pm or by appointment

Students must use their University of Manitoba email addresses for communications; other addresses will not receive a reply.

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Course Description
In recent decades, Asia has risen in prominence in global affairs. The ramifications of the 1997 Asian stock market crash indicated the importance of Asia to the global economy. The re-emergence of the United States in Asian geo-politics alongside China’s contested claims to growing areas of the region have reminded the world of its importance. Furthermore, nations in the West – including Canada – have seen the number of permanent and temporary migrants from the Asia-Pacific region increase significantly, to the extent that China, India and the Philippines are the top source countries for immigrants. And yet, Asia and its people are often depicted as an exotic “Other” in Western media, something distinctly different from the West. The Asia region is often depicted as a timeless land, untouched by modernity and there for “consumption” by the west in the form of tourism and the media. However, Asia is a dynamic region, home to many cultures, languages, religious and philosophical beliefs, and multiple histories. As the world becomes increasingly connected, it is imperative for global citizens in the 21st century to be aware of this region and its history. This course will introduce students to this region by analyzing the rise and development of Asian civilizations from prehistory to the period immediately before Western colonial expansion in the region. The course will emphasize the complex history and cultures that existed long before Western contact. Students will study the history and cultures of China, Japan, India, and Southeast Asia, and their interactions with each other and the outside world. The course focuses on the development of political structures, religious and philosophical beliefs, and technological innovations in the region. Asia today has been shaped by these forces, and to understand the region in recent history, one must grasp the key developments of this period.

Course Objectives
By the end of this course, students are expected to have noticeably developed in the following ways:

1. Develop some of the practical methods of historians, such as data interpretation, primary source analysis, critical secondary source reading, and effective writing skills.
2. To be able to identify the major geo-political boundaries of the region, and their change over time.
3. To have a solid understanding of the major political entities, cultural and religious transformations, events, figures, and locations in Asia before 1500.
4. To interrogate the transmission of Indian and Chinese culture throughout the Asia region.
5. To be able to understand historical trends in Asia prior to 1500, and the various cultural traditions of the peoples of Asia.
Required Textbooks

[This section will be filled in as I am reviewing my currently adopted text.]

Course Evaluation

- **5% In-class work** Every second Friday
- **2.5% Tutorial Work** Every other second Friday
- **2.5% Map Quiz** 18 September 2020
- **10% Essay 1 (750-1000 words)** 25 September 2020
- **15% Essay 2 (750-1000 words)** 16 October 2020
- **10% In-Class Essay** 30 October 2020
- **25% Essay 3 (1500-2000)** 27 November 2020
- **30% Final Examination** To be set by the University of Manitoba Registrar’s Office

Grading

- **A+** 90-100 Superior Work
- **A** 80-89 Excellent
- **B+** 75-79 Very Good
- **B** 70-74 Good
- **C+** 65-69 Satisfactory
- **C** 60-64 Adequate
- **D** 50-59 Marginal
- **F** $\leq 49$ Failure/Unsatisfactory

Evaluation of coursework will be provided by the Voluntary Withdrawal date (23 November 2020).

Assignments

- **In-class work** will be randomly conducted throughout the term. These will be hand-written by the student and will need to be submitted in a time-sensitive window to UMLearn. In the space of one or two paragraphs, students will be asked to:
  - Briefly summarize the content of the day’s lecture;
  - Indicate the importance of the topic;
  - Connect the material to other discussions in the course.
- **Tutorial Work** is the work that will be submitted every second Friday (see Primary Mode of Course Delivery below). This will be on a range of topics and sources, including primary sources and discussion questions.
- **Essay 1** (750-1000 words) will be a summary of the a unit covering several lectures. This assignment is intended to introduce students to the writing standards expected in this course and to receive evaluative feedback for the more heavily weighted Essays 2 & 3. A specific assignment handout will be circulated detailing the purpose of the essay, however sources will limited exclusively to unit readings, slides, and lecture material, with no outside sources permitted.
- **Essay 2** (750-1000 words) will ask students to conduct a primary source analysis. A Primary Source is an item that was created during, and is associated with, a specific time period. Examples can include written documents (law codes, travel diaries, government records, wills, tax records, newspapers) and material objects (clothing, art work, buildings,
photographs). Details will be distributed on UMLearn, but students will be given a primary source and asked to discuss the following:

- Who created the primary source?
- Why was the item created, and for what audience was it likely intended?
- What does the document discuss, and how can you relate it to material discussed in course lecture?

Essay 3 will be a primary source analysis with research essay requiring students to utilize academic sources to answer research questions, both which I will assign. Details on this assignment will be made available on UMLearn.

Course Based Writing Tutor Program: This class is part of a select few on campus to participate in the Academic Learning Centre’s collaborative Course Based Writing Tutor Program. For essays 2 and 3, it will be mandatory for students to meet with an academic writing tutor before submitting the essay. More details will be made in class and on the assignment handouts.

Since this is a course that meets the University Senate's W requirement, students must pass the requirement for written English in order to pass the course.

All submitted work, including essays and exams, must be a student’s own original work. All written work must be prepared in English. Essays written in another language and translated by translation software or someone other than the student submitting the work are NOT considered the original work of the student and will be subject to academic discipline.

Essays 1, 2 & 3 are to be typed on a digital word processor and submitted as an electronic file. If you are unable to access a computer, please contact the Instructor. Do not delete your assignment after you have handed it in – please keep all written work until final grades for the course have been officially released.

A note on internet sources: The internet can be a great place to get background information to proceed with your research – much like you would use an encyclopedia. However, internet sources should only be used for this purpose. They should not be a source of information for your paper. Sources that are found through the University Library Website or databases, or through Google Scholar are fine because they are academic and peer reviewed sources. If there is any doubt, talk to your Instructor!

Extensions will not be granted except in exceptional circumstances and must be arranged with the instructor in advance of the final deadline. Computer failure or ‘too much work’ are not acceptable excuses for lateness.

Late Assignments will be deducted 2.5% for every day an assignment is late. This includes weekends.
Quizzes and Final Exam

- **The Map Quiz** will test students’ knowledge of various geographic items across South Asia, East Asia, and Southeast Asia (political borders, major cities, rivers, major mountain ranges). Material for this quiz will be conveyed in Unit 1 (See Lecture Schedule below).

- **The In-Class Essay** will quiz students on a topic based upon course lecture. The format will be similar to an exam essay question, which requires students to respond to a question with a basic thesis statement, formal essay structure (introduction, body paragraphs, and conclusion) along with significant evidence, examples discussion drawn from course lecture and readings only. *No outside research (e.g. Wikipedia, internet searches, other sources) is permitted for this quiz.* More details will be announced closer to the date of the In-Class Essay. The following is a helpful link about exam essay questions: https://www.utm.utoronto.ca/asc/sites/files/asc/public/shared/pdf/tip_sheets_study/EssayExams_HowToPrepare_v5_0.pdf.

- **The Final Exam** will be a cumulative exam, covering all material discussed in course lecture. Given the remote learning delivery for Fall 2020, the exam will be administered through UMLearn. It will be a three hour exam, whose date and time will be set by the Registrar’s Office. Please see the Academic Learning Centre’s tip-sheets on exam preparation: [http://umanitoba.ca/student/academiclearning/media/Test_Exam_Preparation_NEW.pdf](http://umanitoba.ca/student/academiclearning/media/Test_Exam_Preparation_NEW.pdf). It is crucial for students to recognize that regular review of notes throughout the term is the most effective way to study and prepare for any test or final examination.

  All written work must be in the student’s own words - verbatim reproduction is not allowed and constitutes academic misconduct, which can lead to disciplinary action.

  All final exams are scheduled by the Registrar’s Office, and not by the Instructor. It is recommended that you do not book any travel or periods of absence during the examination period as dates are subject to change.

  All exam answers must be written in the student’s own words. Verbatim reproduction of memorized material from textbooks or online sources is not acceptable. Collaboration on online quizzes is strictly not allowed.

Primary Mode of Course Delivery

This is a Remote Learning course which will be delivered through UMLearn, accessed at [https://universityofmanitoba.desire2learn.com/d2l/login](https://universityofmanitoba.desire2learn.com/d2l/login). The delivery mode of this class will be consistent throughout the term, unless it becomes apparent that a modification is necessary. This will only be done in consultation with the class. As a Remote Learning class, the assigned time slot of the class will be closely followed through the UMLearn platform so it will be important that you are present on UMLearn during course time, much as you would during a face-to-face class.
The structure of course delivery is as follows:

**Mondays:**
- Pre-recorded lecture consisting of voice-over slides. This will be posted at 9:30am and will be available until 9:30pm.
- I will be available on Zoom from 9:30am - 11:30am to answer questions about the current lecture. Information for joining the Zoom meeting will be circulated before the lecture is posted.

**Wednesdays:**
- Pre-recorded lecture consisting of voice-over slides. This will be posted at 9:30am and will be available until 9:30pm.
- I will be available on Zoom from 9:30am - 11:30am to answer questions about the current lecture. Information for joining the Zoom meeting will be circulated before the lecture is posted.

**Fridays:**
- This will rotate between group work and reflection questions. In one week, you will engage in a group discussion, which I will facilitate, on the week’s lectures or primary sources as assigned. In the following week, you will be given a set of reflection questions to which you will be expected to respond and submit via UMLearn.
- Both group discussions and reflection questions will be conducted during regular class time (9:30am - 11:30am). The discussion questions must be submitted to UMLearn by 11:30am.

Please note that in any instance where Zoom is used, you are not required to activate your camera. If you chose not to use your name as your Login ID, please inform me which identification you will use beforehand. This will not be shared with anyone else. For the privacy of all, please do not record Zoom meetings in any way. If you do not have stable internet access, please contact me to make appropriate arrangements. Otherwise, the time of course delivery is set and will not be adjusted.

The University of Manitoba has developed a resource page for adapting to Remote Learning: [http://umanitoba.ca/student-supports/academic-supports/adapting-remote-learning](http://umanitoba.ca/student-supports/academic-supports/adapting-remote-learning).

**Using Zoom:** Before each assigned Zoom meeting, I will send out an email that will confirm the meeting time, and will also have the invite to the meeting. This information will include a link, meeting ID, and password.

Tips when using Zoom:
1. If you chose to use your camera, remember that everyone in the meeting will be able to see you and whatever room you are in.
2. When you wish to leave the meeting, be sure to click the “Leave Meeting” button and that the program successfully closes.
### Class Platform

All aspects of this course’s delivery will be done via UMLearn. As such, internet access will be required during class times. If you anticipate this to be an issue, please contact me as soon as possible at Johnathon.Malek@umanitoba.ca.

### Communication

During my availability on Mondays and Fridays during class time, in addition to my Monday office hours, you may communicate with me through Zoom, which also has a chat function if you prefer not to use voice/audio. I am also available via email at Johnathon.Malek@umanitoba.ca. Especially during these periods of remote communication, it is important to maintain a professional email etiquette. I highly recommend this handout provided by the Academic Learning Centre: [http://umanitoba.ca/student/academiclearning/media/ALC-Email-Etiquette-Handout.pdf](http://umanitoba.ca/student/academiclearning/media/ALC-Email-Etiquette-Handout.pdf).

### Academic Integrity

University is a time to develop and show case your intellectual skills, and as such it is absolutely imperative that all work done and submitted is your own. The University of Manitoba has developed resources to encourage a climate of academic integrity, the practice of which is essential to the hard work done in your course: [http://umanitoba.ca/student-supports/academic-supports/academic-integrity](http://umanitoba.ca/student-supports/academic-supports/academic-integrity). The demands of university can be intense, and impending deadlines, pressures to do well, and program requirements can sometimes present the temptation to cheat, plagiarize, purchase the work of others, or engage in other unfortunate practices. **Resist this temptation.** If you find that you are overwhelmed please come and talk to me. I know how hard and stressful university can be, especially when there are other considerations involved, and I am committed to help you navigate these challenges and present the best work that you can produce.

Please note the following statement from the Faculty of Arts:

> The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

> The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

> The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for
credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

The ‘W’ Requirement
All courses offered at the 1000- and 2000-levels in the Department of History must meet the Senate ‘Written English Requirement’, and as approved by Departmental Council on September 30, 1998. To meet this requirement a course’s written work must comprise a minimum of 3000 words of writing. This typically is completed as three pieces of writing approx. 1000 words in length or two pieces of writing approx. 1500 words in length. If you are considering alternate forms of writing that will be counted toward the “W” requirement, please consult with the Department Head prior to submitting the course syllabus to ensure the assignments meet the criteria.

Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.

Grade Appeals
Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Faculty Regulation on Unreturned Term Work
Four months from the end of the final examination period, unclaimed student work from that term will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

Student Resources
You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): http://umanitoba.ca/student/academiclearning/. The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: http://umanitoba.ca/student/studentlife/index.html.

History students can also take advantage of the wide range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Ellen Tisdale (ellen.Tisdale@umanitoba.ca), tailored just for you! They are
available on the Libraries page at this link: http://libguides.lib.umanitoba.ca/history. Students who need research assistance can also schedule an appointment with a librarian through the website.

A Note…
There are different ways to make this course and its requirements more accessible to students with various learning styles and life circumstances which may affect your performance. Please speak to me if there is anything that can make the course more accessible to you.

Student Counselling Centre
Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. http://umanitoba.ca/student/counselling/index.html.

Student Support Case Management
Contact the Student Support Case Management team if you are concerned about yourself or another student and don’t know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. http://umanitoba.ca/student/case-manager/index.html

University Health Service
Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. http://umanitoba.ca/student/health/

Student Advocacy
Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. http://umanitoba.ca/student/advocacy

UM History Student Association (UMHiSA)
UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account www.instagram.com/umhisa_undergrad/ or by emailing umhisau@gmail.com.
Lecture Schedule

This lecture schedule is subject to change, but this will only be done in advanced consultation with the class.

- Readings from Ebrey & Walthall refer to the course text, Patricia Ebrey and Anne Walthall, *East Asia: A Cultural, Social and Political History*, 3rd edition.
- Readings from Kulke & Ruthermund (on South Asia) will be posted to UMLearn.
- Readings from Lockhard (on Southeast Asia) will be posted to UMLearn.

This schedule and assigned readings are subject to modification, with notice given to students in advance.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>September 9</td>
<td>Course Introduction</td>
<td>• Syllabus</td>
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<td>• Course Requirements &amp; expectations</td>
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<tr>
<td>September 14</td>
<td>Environment &amp; Geography of Asia</td>
<td>No Readings</td>
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<tr>
<td>September 16</td>
<td>Religions of Asia</td>
<td>No Readings</td>
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<tr>
<td>September 18</td>
<td>Tutorial (Groups 2 &amp; 4): How do Asian religions reflect local customs and culture? Discussion (Groups 1 &amp; 3): How do Asian religions reflect local customs and culture?</td>
<td>Review Sept. 16 lecture notes Map Quiz (2.5%)</td>
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<tr>
<td>September 21</td>
<td>Writing Workshop</td>
<td>Details to come</td>
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**South Asian Civilizations**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>September 23</td>
<td>Indus Valley Civilization &amp; Aryan Migration</td>
<td>Kulke &amp; Rothermund: Chapter 1 “Early Civilisations of the Northwest”</td>
</tr>
<tr>
<td>September 25</td>
<td>Tutorial (Groups 1 &amp; 3): How does archaeology help us understand the Aryan migration debate? Discussion (Groups 2 &amp; 4): How does archaeology help us understand the Aryan migration debate?</td>
<td>Shaffer &amp; Lichtenstein, “South Asian Archaeology,” 75-94. Essay 1 Due (10%)</td>
</tr>
<tr>
<td>September 28</td>
<td>The Mauryan Empire</td>
<td>Kulke &amp; Rothermund: Chapter 2 “The Great Ancient Empires”</td>
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<tr>
<td>September 30</td>
<td>The Gupta Empire</td>
<td>Kulke &amp; Rothermund: Chapter 2 “The Great Ancient Empires”</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Resource</td>
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<tr>
<td>October 5</td>
<td>Islamic India and the Delhi Sultanate</td>
<td>Kulke &amp; Ruthermund: Chapter 4 “Religious Communities”</td>
</tr>
<tr>
<td>October 7</td>
<td>The Origins of Chinese Civilization</td>
<td>Ebrey &amp; Walthall, p. 2-10</td>
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<tr>
<td>October 9</td>
<td>Tutorial (Groups 1 &amp; 3): Ethnic communities under the Delhi Sultanate Discussion (Groups 2 &amp; 4): Ethnic communities under the Delhi Sultanate</td>
<td>Sunil Kumar, “The Ignored Elites: Turks, Mongols and a Persian Secretarial Class in the Early Delhi Sultanate”</td>
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<tr>
<td>October 11</td>
<td>No Classes - Thanksgiving</td>
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<tr>
<td>October 14</td>
<td>The Origins of China: The Shang and Zhou Dynasties</td>
<td>Ebrey &amp; Walthall, p.10-19</td>
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<tr>
<td>October 16</td>
<td>The Warring States Period</td>
<td><strong>No tutorial or discussion this week</strong>**</td>
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<tr>
<td>October 19</td>
<td>The Warring States Period</td>
<td>Essay 2 Due (15%)</td>
</tr>
<tr>
<td>October 21</td>
<td>The Qin and Han Dynasties</td>
<td>Ebrey &amp; Walthall, p. 20-26; 33-35</td>
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<tr>
<td>October 26</td>
<td>The Tang Dynasty</td>
<td>Ebrey &amp; Walthall, p. 75-96</td>
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<tr>
<td>October 28</td>
<td>The Song Dynasty</td>
<td>Ebrey &amp; Walthall, p. 129-147</td>
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<tr>
<td>October 30</td>
<td><strong>In-Class Essay (10%)</strong></td>
<td><strong>No Tutorial or Discussion today</strong>**</td>
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Contact: Johnathon.Malek@umanitoba.ca

@UM_HistoryDept

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>November 2</td>
<td>The Song Dynasty</td>
<td>Ebrey &amp; Walthall, p. 129-147</td>
</tr>
<tr>
<td>November 4</td>
<td>The Mongolian Conquest and the Yuan Dynasty</td>
<td>Ebrey &amp; Walthall, p. 162-168; 198-209.</td>
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</table>
2. Li Yulin & Sun Xiaoyan, “Mongolian Horse Culture.” |
| November 9 | The Ming Dynasty                                                      | Ebrey & Walthall, p. 227-246                         |
| November 11| *Remembrance Day - No classes*                                        |                                                       |

**Japanese Civilization**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>November 13</td>
<td>Early Japanese Civilizations</td>
<td>Ebrey &amp; Walthall, p. 114-128</td>
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<tr>
<td></td>
<td>** <strong><strong>No Tutorial or Discussion today</strong></strong></td>
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<tr>
<td>November 16</td>
<td>Early Japanese Civilizations</td>
<td>Ebrey &amp; Walthall, p. 148-168</td>
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<tr>
<td>November 18</td>
<td>Medieval Japan</td>
<td>Ebrey &amp; Walthall, p. 183-197</td>
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<tr>
<td>November 23</td>
<td>The Three Unifiers of Japan</td>
<td>Ebrey &amp; Walthall, p. 212-226</td>
</tr>
<tr>
<td>November 25</td>
<td>The Tokugawa Shogunate</td>
<td>Ebrey &amp; Walthall, p. 288-304</td>
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**Southeast Asian State & Culture**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 27</td>
<td>Mainland Southeast Asia</td>
<td>Lockhard, “Chapter 2: Southeast Asians in the Classical World”&lt;br&gt;Lockhard “Chapter 3: The Kingdoms of the Golden Age”</td>
<td><strong><strong>No Tutorial or Discussion today</strong></strong></td>
</tr>
<tr>
<td>November 30</td>
<td>Mainland Southeast Asia</td>
<td>Lockhard, “Chapter 2: Southeast Asians in the Classical World”&lt;br&gt;Lockhard “Chapter 3: The Kingdoms of the Golden Age”</td>
<td>Essay 3 Due (25%)</td>
</tr>
<tr>
<td>December 2</td>
<td>Insular Southeast Asia</td>
<td>Lockhard “Chapter 2: Southeast Asians in the Classical World”</td>
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<td></td>
<td>Lockhard “Chapter 3: The Kingdoms of the Golden Age”</td>
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<tr>
<td>December 9</td>
<td>Asia on the Eve of Western Colonialism</td>
<td>No Readings</td>
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<tr>
<td>December 11</td>
<td>Final Examination discussion</td>
<td>Live on Zoom (Details to be distributed)</td>
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<tr>
<td>TBD</td>
<td>Final Examination (30%)</td>
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