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Course Description

Today, Asia is a major social, political, and economic player in world affairs. Before the 1500s, Asia was a vibrant, diverse, and connected region. The sixteenth century marked a period of significant historical change in the Asia region, as internal political changes coincided with the expansion of Western colonial powers. Consequences from these first maritime contacts between Eastern and Western cultures have led to a number of modern issues in Asian history. Studying the period from 1500 A.D. to the modern period, with a focus on China, Japan, India and Southeast Asia, will help students understand Asia today. Course lectures will progress chronologically to introduce students to the major historical events in Asia, seeking to draw long-term connections between events leading up to, and just beyond, World War II. Students will be exposed to competing domestic and external influences that have affected Asia’s development. As young scholars, students will be challenged to interrogate the long-lasting effects that Western expansion had on Asia and to investigate what degree of continuity from the previous period there was in the region. Portions of this course will focus on imperialism and colonialism – and decolonization – but it will be emphasized that this period of Asian history had its roots in historical trends that pre-date Western influence. Up for debate will be to what extent contemporary Asian history has been self-determined and how much it has been influenced by Western influence.

Through lectures, course readings, and discussion, this course will cover a variety of themes and topics, including: Asian cultures and societies before 1500; the political states of India, China, Japan, and Southeast Asia on the eve of European expansion; trade networks between the various regions of Asia; the trading empires of the British, French, Portuguese, Dutch, and Spanish in Asia; early European attempts at colonizing India, China, and Japan; the colonization of Southeast Asia by major European powers; the growth in Christian missionary activity in Asia and how Christianity interacted with pre-established religions; internal political and social developments in India, China, Japan, and Southeast Asia; the post-Industrial explosion of colonial exploitation in Asia, and renewed attempts to colonize China; the Meiji Restoration in Japan and the rise of Japanese Pan-Asianism; the Pacific War in Asia; Post-World War II reconstruction in Asia; and Revolutionary and Post Colonial Asia. The course will end with a review of modern Asia, and will question where the roots of its current challenges lay.

Course Periodization

The following break-up will be used to periodize and structure course content. These will complement the major course themes, which will sometimes overlap between these periods. Mind them well, they will be an excellent way to organize your notes when it comes time to exams!

1. Monsoon Asia as a Region
2. East Asia before Western Contact, c.1300-c.1600
3. The West “Arrives” in Asia, c.1500-1839
4. Responses in Asia, 1839-1910
5. The Road to War, 1910-1949
6. Independence in Asia, 1946-
**Course Objectives**

By the end of the 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. Identity the major geo-political boundaries of the region.
3. Develop a solid understanding of the major events, figures, and locations in Asia after 1500.
4. Question ideas of progress, civilization, and historical periodization held by the West, and see Asia as a dynamic region.
5. Understand historical trends in Asia that are unique to the region, to distinguish them from trends resulting from Western influence, and to identify the intersection of both.

**Required Textbooks**

*Any readings not in the following textbooks will be posted to UMLearn. Course text is available in the bookstore.*


The following required texts are available as a e-books via the University of Manitoba Libraries webpage:


**Suggested Texts**

Suggested texts may be purchased online or accessed through the Library to assist students with writing and style. These are not required for course readings, but will help students with essay writing.


**Course Format**

Course content will be delivered through a blend of synchronous and asynchronous teaching. Readings will provide background material but cannot replace lecture content and class/group discussion, upon which the bulk of exam material will be based. Students are encouraged to actively participate in class discussion during tutorial sessions and to ask questions on course material. As all testable material - including important class announcements – is presented in lectures, it will be important that students keep up with the asynchronous material. On alternate Fridays, there will be **in-class work (5%)** and **tutorial discussion (2.5%)**. Students will be
expected to have done the readings each Friday. Students will be assigned to groups, which will determine each week whether they submit in-class work or participate in tutorial discussions via Zoom. More details are given below under “Assignments”. There will be one in-class quiz (10%), written during class time via UMLearn, which will test students’ ability to discuss figures, events, and themes covered in course lecture and to discuss their important to the course. There will be one map quiz (2.5%). The development of strong academic writing is integral to this course. There will be two primary source analyses (10% and 15%) and one research essay (25%) on assigned topics and sources. There will be a final examination (30%) in the exam period, which will cover material from the whole course. The date for this will be set by the University’s Registrar’s Office. It is important that you remain available during the exam period until you know your finalized exam dates. More information will be made available on all assignments and exams throughout the term.

### Course Evaluation

<table>
<thead>
<tr>
<th>%</th>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>In-class Work</td>
<td>Every second Friday</td>
</tr>
<tr>
<td>2.5%</td>
<td>Tutorial Participation</td>
<td>Every other second Friday</td>
</tr>
<tr>
<td>2.5%</td>
<td>Map Quiz</td>
<td>January 27</td>
</tr>
<tr>
<td>10%</td>
<td>Essay I: Unit Analysis</td>
<td>February 8</td>
</tr>
<tr>
<td>15%</td>
<td>Essay II: Primary Source</td>
<td>March 8</td>
</tr>
<tr>
<td>10%</td>
<td>In-class Quiz</td>
<td>February 26</td>
</tr>
<tr>
<td>25%</td>
<td>Essay III: Research</td>
<td>April 9</td>
</tr>
<tr>
<td>30%</td>
<td>Final Examination</td>
<td>To be set by Registrar’s Office in period of April 19 - May 1</td>
</tr>
</tbody>
</table>

### 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** > 49 Failure/Unsatisfactory

**Evaluation of coursework** will be provided by the Voluntary Withdrawal date (31 March 2021)
Assignments

Handouts with more details on assignment instructions will be handed out in-class.

- **In-class work** will occur the opposite Friday that a student has tutorial discussion (see Lecture Schedule). Questions and assigned reading will be assigned on UMLearn and students will write a 1-2 page response to assigned questions. These will be graded Pass/Fail. Students will be assigned to Groups which will determine what week they submit in-class work or participate in tutorial discussions.

- **Tutorial Work** will be conducted on Friday’s opposite to the in-class work (see Lecture Schedule). To receive credit for these sessions, students will need to have completed the assigned reading for the day and come prepared to discuss the topic of the reading. The instructor will guide the discussion with questions for the tutorial group to respond.

- **Essay 1** (750-1000 words) will be a summary of the assignment 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 be 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, artwork, 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** (1000-1500) will be a 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. Students who attend a session under the course based writing tutor program schedule will be given a five day extension. To receive this extension, students will be required to submit their paper on the original due date and the paper must be close to a final draft, that is, not a rough draft. A presentation on this will be given by the ALC on January 29, 2021.

**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 may be subject to academic discipline. Submitting work that has been purchased or received from another individual is a serious
academic offence, and any suspicion of such will be investigated by the Department of History.

**All written assignments are to be typed and printed using a computer.** 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 for medical or compassionate. 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 & Examinations**

- **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 Quiz** will test students on a topic based upon course lecture and text readings. 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](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 the Winter 2021 term, 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 final exams** are scheduled by the Registrar’s Office, and not by the Instructor. 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 and constitutes academic misconduct.

Primary Mode of Course Delivery

This is a Remote Learning course which will be delivered through UMLearn and Zoom, accessed at 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 by 11:30am. Questions about the lecture, or requests to make personal meeting appointments, can be made via email to Johnathon.Malek@umanitoba.ca.

Wednesdays:
Pre-recorded lecture consisting of voice-over slides. This will be posted by 11:30am. Questions about the lecture, or requests to make personal meeting appointments, can be made via email to Johnathon.Malek@umanitoba.ca.

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 (11:30am-12:20pm). Information for joining the Zoom or Zoom meeting will be circulated before the lecture is posted.

Please note that in any instance where Zoom is used, you are not required to activate your camera. I do strongly recommend that you do so, however. Given the Remote Learning platform, classes can easily lose the usual engagement for both the student and instructor. If you chose not to use your name as your Login ID, please inform me which identification you will use before hand. This will not be shared with anyone else. My default policy is to not record any online meetings, however we will decide as a class what works best for everyone. 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.
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:
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.
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 and Zoom. 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
I am available via email at Johnathon.Malek@umanitoba.ca. If you send an email, please give me 24-48 hours to follow up, and note that I don’t regularly check email on the weekend. 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). If you would prefer, I am also available for one-on-one Zoom sessions either after class or by appointment.

COURSE AND UNIVERSITY REGULATIONS

University Regulations on Plagiarism, Cheating and Impersonation
The following may be found in the section on “Academic Integrity” of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation (online at [http://umanitoba.ca/faculties/arts/student/student_responsibilities.html](http://umanitoba.ca/faculties/arts/student/student_responsibilities.html)):

*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
“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
Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Contacting the Instructor
I encourage you to talk to me if you have any questions regarding the course materials or assignments, or if you have more general questions relating to the subject. You are welcome to raise your hand in class to ask a question, otherwise we may meet during office hours. Email is also an appropriate way for discussion, through the course’s UMLearn webpage.

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/](http://umanitoba.ca/student/academiclearning/), and for the 2017-2018 there is a tutor with a specific focus on history that is available on the fourth floor of Fletcher Argue. 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/).

For International Students, resources include the International Centre ([http://umanitoba.ca/international/](http://umanitoba.ca/international/)) and the English Language Centre ([http://umanitoba.ca/student/elc/](http://umanitoba.ca/student/elc/)), which offers academic courses in English.

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](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, Cody Fullerton ([cody.fullerton@umanitoba.ca](mailto:cody.fullerton@umanitoba.ca)), tailored just for you! They are available on the Libraries page at this link: [http://libguides.lib.umanitoba.ca/history](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 course performance. Please speak to the instructor if there is anything that can make the course more accessible to you.
Schedule of Lectures

Note that this list may change as the term progresses.
Additional readings may be assigned throughout the course, and they will be announced and posted on UMLearn.

Course Introduction

January 18
Course Introduction via Zoom

Asia as a Construct & Region

January 20
Environment & Geography of Asia
No readings

January 22
Tutorial (Groups 1 & 3): What is Asia?
In-Class (Groups 2 & 4): What is Asia?
Acharya, “Asia is Not One” (via UMLearn)
Acharya, “The Idea of Asia” (via UMLearn)

January 25
Religions of Asia pt. 1

January 27
Religions of Asia pt. 2
Map Quiz (UMLearn)

Asia Before Western Contact, c.1300-c.1600

January 29
Academic Learning Centre Presentation on the Course Based Writing Tutor Program

February 1
Confucianism and the Imperial State

February 3
The Rise of the Manchus
The Prosperity of the Qing Dynasty
Ebrey & Walthall, 227-234; 271-274; 280-287
February 5
Tutorial (Groups 1 & 3): Mughal India
In-Class (Groups 2 & 4): Mughal India
Bose & Jalal, 28-39

February 8
Mughal India Continued
Bose & Jalal, 28-39

Essay 1 Due

February 10
Fall of the Ashikaga Shogunate
Unification of Tokugawa Japan
Ebrey & Walthall, 219-226; 288-294

February 12
Tutorial (Groups 2 & 4) Tokugawa Japan: Unification & Decline of the Samurai
In-Class (Groups 1 & 3) Tokugawa Japan: Unification & Decline of the Samurai
Ebrey & Walthall, 288-296
“Ihara Saikaku’s ‘Sensible Advice on Domestic Economy’ and questions for analysis.

February 15
Louis Riel Day - No classes

February 17
Winter Term Break - No classes

February 19
Winter Term Break - No classes

The West “Arrives” in Asia, c.1500-1839

February 22
The Context of Western Expansionism

February 24
The “Magnet” of Southeast Asia, 1350-1700
Lockhard, Chapter 4

Responses in Asia, 1839-1910
February 26
    *In-Class Essay (UMLearn)*
    *No tutorial or in-class*

March 1
    Southeast Asia during the First Phase of Colonialism
    Lockhard, Chapter 5

March 3
    Transition to Colonialism in India
    Bose and Jalal, 46

March 5
    Tutorial (Groups 1 & 3) From Tolerance to Ignorance: The British Raj in India
    In-Class (Groups 2 & 4) From Tolerance to Ignorance: The British Raj in India
    Bose & Jalal, 54-72

March 8
    China Besieged: The Opium Wars and the Treaty Ports
    Ebrey & Walthall, 314-332

March 10
    China Besieged: The Opium Wars and the Treaty Ports
    Ebrey & Walthall, 314-332
    *Essay 2 Due*

March 12
    Tutorial (Groups 2 & 4): The Decline of Tokugawa Japan
    In-Class (Groups 1 & 3): The Decline of Tokugawa Japan
    Ebrey & Walthall, 299-303; 333-346

March 15
    The Meiji Restoration and the Dismantling of the Old Order
    Ebrey & Walthall, 347-362

March 17
    The Meiji Restoration and the Dismantling of the Old Order
    Ebrey & Walthall, 347-362

**The Road to War, 1910-1949**

March 19
    Tutorial (Groups 1 & 3): The Last Years of China’s Last Dynasty
    Tutorial (Groups 2 & 4): The Last Years of China’s Last Dynasty
    Ebrey & Walthall, 415-419
March 22
   Pan-Asianism: Imperial Japan and the International Community
   Ebrey & Walthall, 382-399

March 24
   Pan-Asianism and Japan
   Ebrey & Walthall, 382-399

March 26
   Tutorial (Groups 2 & 4): Japanese Imperialism in Asia
   In-Class (Groups 1 & 3): Japanese Imperialism in Asia
   Ebrey & Walthall, 456-471
   Optional: Lockard, Chapter 8

March 29
   Japanese Imperialism in Asia
   Ebrey & Walthall, 456-471
   Optional: Lockard, Chapter 8

**INDEPENDENCE IN ASIA, 1946-**

March 31
   Conflict and Revolution in China: The CCP in the Second World War
   Ebrey & Walthall, 439-454
   *Voluntary Withdrawal Date*

April 2
   Tutorial (Groups 1 & 3): The Indian Nationalism Movement
   In-Class (Groups 2 & 4): The Indian Nationalism Movement
   Bose & Jalal, 89-121

April 5
   The Indian Nationalism Movement
   Bose & Jalal, 130-158

April 7
   China Under Mao
   Ebrey & Walthall, 472-489

April 9
   China Under Mao
   Ebrey & Walthall, 472-489
   *Essay 3 Due*
   *No Tutorial or In-Class*
April 12
José Rizal and Postcolonial Movement in Southeast Asia

April 14
José Rizal and Postcolonial Movement in Southeast Asia

April 16
Final Exam Preparation Session (Live via WebEX/Zoom)