SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Modern Asia
COURSE NUMBER: HIST-0103
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: The course is an introduction to China, Japan, and India. Emphasis is placed on important cultural, economic, political, and social developments during the post-World War Two era.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Introduction to China
   A. Survey of Geography and early origins of Chinese Civilization; Chinese philosophy: Confucianism and Taoism; the advent of Buddhism.
B. Rise of Mongol Empire and the journey of Marco Polo - Western merchants. The Japanese invasion of Korea.

C. The age of Manchus - Relations with the West, The Tai-Ping Rebellion, The Decline of the Manchu Dynasty, the Boxer Rebellion, Sun Yet-sen; early career; Sun Yat-sen: spokesman for Chinese reform.


E. Communism in China: The People's Republic. The Communist structure of Government; Economy; The Cultural Revolution; Chinese Communist Society; the Agricultural Program; Commune life; The "Maoist Man"; Education; Law under Communism; Foreign Policy. The United States, Russia, Japan, Taiwan, Tibet, and India, Southeast Asia; The future of Communist China; China after Mao.

II. Introduction to Japan

A. Japan's physical geography and its people. Shintoism and Buddhism the main faiths of Japan.

B. Formation of an Island Kingdom; Taika Program. Era of Fujiwara Domination and the position of the Emperor. The Rise of Warrior Class.


D. Japan under centralized Feudalism, Japan's isolation during Tokugawa Age, End of Isolationism with the coming of the Westerners.

E. The Modernization of Japan during the Meiji Era.

F. Japan on the March, Militarism in 1920's. Events in Manchuria. Japan and World War II.

G. The Greater Japan; Return to peace. Post war Japan and economic miracle. Japan's new Constitution. Domestic problems and Japan's place in the World Community.

H. Japan Today:
   1. Social patterns
   2. Political Trends
   3. Economic prospects

III. Introduction to India

A. India: Land and people


D. The Rise of the British in India.

E. Triumph of Nationalism Gandhi and his role. Rise of Nehru.


G. Governing the New India economic planning. The Five Year Plans. Foreign Policy: India and the World; The Future of India.

H. Challenge of the New Era; Pakistan and Bangladesh.
I. India Today in Mrs. Gandhi’s Premiership.

EXPECTED LEARNER OUTCOMES:

A. The student will be able to locate the important geographical features of China, Japan and India on a world map.
B. The student will be able to discuss the historical philosophies of China, Japan, and India.
C. The student will be able to explain the rise of 20th Century China from feudalism to Republic to the present communist state.
D. The students will be able to explain the rise of Modern Japan from feudalism to fascism, to the present democratic, market-based society.
E. The students will be able to examine the rise of Modern India from British domination to India’s self-rule and self-determination.
F. The students will be able to compare and contrast these three unique Asian powers.

COMPETENCIES:

The student will be able to locate the important geographical features of China, Japan and India on a world map.

1. The student will be able to identify and locate the various Asian states on a map.

The student will be able to discuss the historical philosophies of China, Japan, and India.

2. The student will be able to describe the philosophy of Confucianism and Taoism and its impact on the Chinese mind.

The student will be able to explain the rise of 20th Century China from feudalism to Republic to the present communist state.

3. The student will be able to discuss Marco Polo’s journey into the Far East and its impact on European interests.
4. The student will be able to describe the people, culture, and society of China in the mid-nineteenth century, including the role of the imperial government.
5. The student will be able to describe the people, culture, and society of China in the mid-nineteenth century, including the role of the imperial government.
6. The students will be able to describe the interaction between China and the European barbarians and its impact on Chinese society and government.
7. The student will be able to describe the Chinese Revolution of 1911 and the establishment of the Republic.
8. The student will be able to describe the tension between the forces of Chinese Communists and Chinese Nationalists.
9. The student will be able to trace the People’s Republic of China through the Cultural Revolution, and its movement toward a more market economy, yet maintaining traditional communist political controls.
10. The students will be able to relate American foreign policy toward China in the 20th century.
The students will be able to explain the rise of Modern Japan from feudalism to fascism, to the present democratic, market-based society.

11. The student will be able to describe the movement of Japan from isolation to world power, and examine the challenges that this posed for Japanese society and government.
12. The student will be able to describe the expansionist efforts of Japan in the era prior to World War I with particular emphasis on the Russo Japanese War.
13. The student will be able to describe Japan’s turn toward Fascism in the 1930’s.
14. The student will be able to trace Japan’s aggression in Korea and Manchuria.
15. The student will be able to discuss the Chinese-Japanese military conflict in the 1930’s.
16. The student will be able to describe post World War II Japan and its movement toward a democratic system.
17. The student will be able to describe the rise of a democratic Japan and its strong economic and financial basis.
18. The student will be able to relate American foreign policy toward Japan in the 20th century.

The students will be able to examine the rise of Modern India from British domination to India’s self-rule and self-determination.

19. The student will be able to discuss native cultures within India prior to the arrival of the Europeans.
20. The students will be able to discuss the various European factions on the subcontinent of India and their various early colonies.
21. The student will be able to describe how the British gained control of the entire subcontinent of India.
22. The student will be able to describe the relationship between the British and the population of India prior to World War I.
23. The students will be able to describe the rise of Indian nationalism, its philosophies, leading personalities of the movement.
24. The student will be able to compare and contrast India’s fight for self-rule with China’s struggle.
25. The student will be able to describe the modern state of India, its domestic and foreign policy initiatives, and its leadership in the Third World.
26. The student will be able to relate American foreign policy toward India in the 20th century.

The students will be able to compare and contrast these three unique Asian powers.

27. The student will be able to describe World War II in Asia and the leading players in this war.
28. The student will be able to describe the Chinese Revolution in the late 1940’s and the rise of the Peoples’ Republic of China. Describe the tension and conflicts between Hindu and Moslem and the British handling of this tension resulting in the establishment of India and Pakistan on the subcontinent.
29. The student will be able to compare and contrast these three Asian societies in the contemporary era.
30. The student will be able to define the role of these three Asian powers in world politics today.
31. The student will be able to describe the future of American foreign policy toward Asia.
ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means of classroom participation, out-of-class written assignments, Internet assignments, a minimum of three in class one-hour examinations, and a final examination.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.
Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.
Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school's scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.