



DGS160: The Rise of Asia

Spring 2020

Highline College

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206-878-3710

Instructor Information

Instructor's Name: Kevin Stanley

Instructor's Office (15-110):

Instructor's E-mail Address: kstanley@highline.edu

Online Office Hours: T and TH 9:30-11:30 and Wednesday night 4:00-5:00 (note: These will be times that I will be available for a quick response on email, or to zoom chat if you want)

Course Information

Department: Diversity and Global Studies

Item (Section) #:1020

Class meets (days - times): Online

Class Meeting Location: Online

Course Description

Examines a contemporary and/or historical sociocultural issue. Topics vary, but they are always considered from perspectives that have been historically marginalized or underrepresented in the curriculum. The course may focus on a topic within a specific cultural community or across a number of communities. Topics include the environment, law, migration, poverty, health and other areas.

Student Learning Outcomes

- Actively think, write, and speak about contemporary and/or historical sociocultural perspectives in historic, geographic, cultural, political, economic and/or environmental contexts.
- Analyze contemporary sociocultural changes in economic patterns, e.g., trade, and development.
- Comprehend the modern changes in sociocultural systems.

- Understand the forces and changes that propel sociocultural issues.

Course Overview

This quarter, our topic is “The Rise of Asia.” The Rise of Asia is developed based on a required course for majors at the Jackson School of International Studies at the University of Washington. The class introduces students to the societies, politics, economies, and histories of some of the principal countries of throughout Asia. We will focus on the 20th century onwards. The region collectively contains half of the human population. There is far too much relevant and interesting information for us to cover everything in depth. This will unfortunately mean that many interesting and important topics and countries will be left out. My hope is that you will find what we do cover sufficiently interesting that this course will be just the beginning of your journey to understanding this important region.

Our course covers three periods: the late 19th century and early decades of the 20th century, where we consider comparative empires and colonialism; the tumultuous middle decades that saw in many parts of Asia rising nationalism, the formation of sovereign nation-states, and the emergence of some of the world’s most dynamic new economies; and the most recent decades in which Asian states confront rising prosperity and the challenges that accompany it, enduring goals of development, and new global challenges to political order.

Course Text and Other Required Materials

- Guha, editor, *Makers of Modern Asia* (Cambridge MA: Belknap / Harvard University Press, 2014).
- Joe Studwell, *How Asia Works: success and failure in the world’s most dynamic region*, (Grove Press, 2014).
- Evan Osnos, *The Age of Ambition* (Farrar, 2014)

Assignments and Grading

The following sections provide information on attendance, participation, grading, assignment deadlines, exams, and academic honesty in this course. Please read them carefully and refer back to them throughout the quarter.

Weekly Short Writings 30%

Each week, you will submit a short reflection on the weeks readings and film materials. This does not need to cover all the materials. Your response should include the following:

- 1) Something that you found particularly interesting or surprising that you can connect to either some other material (reading/Film) or to your lived experience. The key here is not only what

you learned, but to make the connection in your mind to other things you know. Does what you connected support each other, or is there disagreement? This type of mental exercise will be increasingly important as you go forward in upper division classes where you will need these skills.

- 2) Something that you didn't understand. You should make specific reference by quote, page number or time in the film. What don't you understand?

In total with both elements, your weekly writing shouldn't be more than one page.

Zoom Video Conference Participation 10%

This was originally planned as an in-person class, but we are now moving it online because of the coronavirus pandemic. As much as possible, I want the class to be a space where we can still connect with one another, but... from a safe distance in a virtual space. We will be having weekly Zoom sessions. I will try to vary the times of these (mostly during the day, but I will schedule a few in the evening for people that can't do it during the day. We will have a poll of cnavas.) You do not need to attend them all, but **you will need to join in and participate meaningfully in three sessions**. Think of these as book and movie club. They will be an informal space for us to discuss what we found most interesting in the readings and films that week, as well as the parts you didn't understand from your weekly papers

Map Activity 10%

Details on canvas

Current Event Discussion Boards 10%

Each week, we will have a short discussion board activity based on a current event in the region. You will need to write a short post and reply to at least one other students post.

Exams 40%

There will be two exams in the course. They will be a mix of multiple choice, short answer and short essay. Each exam will individually count as 20% of the final grade

Academic Honesty

Students are expected to maintain a high standard of honesty in their academic work. Cheating and plagiarism are specifically prohibited under the college's Student Rights and Responsibilities provisions.

Acts of cheating may include submitting for credit work that is not the student's own, copying examination answers from fellow students or other sources or assisting other students in acts of these kinds.

Plagiarism, the presentation of another’s writing or ideas as one’s own, can take a number of forms - failing to cite sources, copying source texts or online sources without quotation, or inadequately paraphrasing or synthesizing source materials.

Students who are unsure of what might constitute plagiarism or cheating are encouraged to consult their instructors, class materials and other college resources for guidance.

Academic dishonesty of any kind will result in _____(insert your discretionary policy on what grade/action you will take, for example “a grade of 0.0 on the assignment”) and possible disciplinary action from the college.

If I have reason to believe that you engaged in academic dishonesty, I may make a report to the Office of Student Conduct after speaking with you about the situation. Students who have more than one report of alleged academic dishonesty during their time at Highline College may be required to meet with a Conduct Officer for a student conduct hearing and have sanctions imposed. It is both your right and responsibility to be familiar with the document entitled [Student Conduct Code WAC 1321-125](#).

Assignment Deadlines and Policy on Missed Deadlines and Exams

Note the due dates on canvas. Modules generally run Thursday to Wednesday each week. Late work will receive an automatic 20% deduction for up to one week

Grading Policy

Define the elements and processes as they affect the final grade

Some grading policies apply campus wide and must be included in the syllabus. They are:

- Only grades of a 0.7 or above will earn credit at Highline Community College. Below 0.7, the assigned grade is a 0.0.
- Any course used for credit in the AA and AS degrees must be a 1.0 or better.

Accessible Grade Table

Directly below this are 5 separate tables each in its own Word column. A screen reader will read the first column, then move on to the second column, and so on. The column titles are formatted as headings making it easier for a screen reader to navigate. Adjust the point values to meet your class grading schedule. You can change the headers (A grades, B grades, etc) but make sure you use text that describes the grades in that column.

<i>A grades</i>		<i>B grades</i>		<i>C grades</i>
>94% = 4.0	90% = 3.5	89% = 3.4	84% = 2.9	79% = 2.4
94% = 3.9		88% = 3.3	83% = 2.8	78% = 2.3
93% = 3.8		87% = 3.2	82% = 2.7	77% = 2.2
92% = 3.7		86% = 3.1	81% = 2.6	76% = 2.1
91% = 3.6		85% = 3.0	80% = 2.5	75% = 2.1

74% = 2.0

73% = 2.0

72% = 1.9

71% = 1.9

70% = 1.8

D grades

69% = 1.8

68% = 1.7

67% = 1.6

66% = 1.5

65% = 1.4

64% = 1.3

63% = 1.2

62% = 1.1

61% = 1.0

60% = 1.0

F grades

<60% = 0.0

End of grade section, Back to one column here.....

College Policies

For information on college policies on diversity, classroom behavior, incompletes, absences for religious reasons, student grievances, withdrawals, and emergency procedures please click here (link to document in Canvas Files or Pages).

Student Resources

The college offers many resources to support student achievement and success. These include Access Services (which provides disability resources and academic accommodations), faculty advising, the Academic Success Centers (math, writing, and general tutoring), the college library, and technical support. For more detailed information on these services, please click here (link to document in Canvas Files or Pages).