

The Pacific World
HIST 107-10
Georgetown University
Summer 2017, First Session (June 5 to July 7)
ICC 119
M-F, 1:00-2:35 pm

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DRAFT SYLLABUS:
Subject to minor revisions

Course Description

The Pacific Ocean has historically been regarded as a vast and prohibitive void rather than an avenue for integration. Yet over the past five centuries motions of people, commodities, and capital have created important relationships between the diverse societies in and around the "Pacific Rim". This course examines the history of trans-Pacific interactions from 1500 to the present. It draws together the histories of peoples in eight distinct cultural zones: Island Pacific, Southeast Asia, East Asia, Siberia, Australia & New Zealand, Europe, North America, and Central/South America. It takes the ocean itself as the principal framework of analysis in order to bring into focus large-scale historical processes that served to connect, and in some cases destroy, widely variant cultures in the region. These processes--mass migration, campaigns of imperial expansion, the destruction and reconfiguration of indigenous societies, cross-cultural trade, biological exchange, transfers of technology, cultural and religious exchange, and warfare and diplomacy--have deeply influenced both the experiences of individual societies and the world as a whole. Rather than trace these important transnational and global developments throughout all of modern world history, we will study the Pacific as a large but nonetheless delimited zone of interaction. This "oceans connect" approach to world history will bring these global processes into sharp relief while also allowing for continued attention to the extraordinary diversity and specificity of different cultures and societies located within and around the Pacific.

Note: While covering many parts of the Pacific World over the course of the semester, the course does focus greater attention on East Asia and, eventually, the United States.

Course Format

Lecture and weekly discussion (Fridays).

Discussion Sessions

The class will feature weekly discussions based on the assigned reading(s). The purpose of the discussion sessions is to provide opportunities for students to exchange opinions,

interpretations, and ideas about the lectures and readings and the topics they address. A good discussion is one where the participants feel that they have learned something new, something that they would not have learned by simply reading the materials on their own. Note - the value of each discussion section ultimately rests on a willingness to come prepared to talk. Thus, all students are expected to do all of the assigned readings. Failure to do so will impair your ability to follow and benefit from the lectures, prevent you from being able to participate in discussion, and diminish the value of the session for those students who are prepared.

Depending on the final enrollment, each week several students will be responsible for preparing questions for the class. The questions must be designed to provoke discussion on the readings (while they should be linked directly to the assigned materials within that context they also might consider the broader implications/significance of the topics covered in the lectures and readings). **Students assigned for a given week must post at least one question in the appropriate "Discussion Board" file (found on the class Blackboard site) by 9 am on the day of the discussion. Failure to do so will result in the student receiving a "zero" for the day's discussion grade.**

Active, informed, thoughtful and constructive class participation is a critical part of the assessment criteria for the course. Students are expected to come to class fully prepared to engage in a critical analysis of the assigned readings. Strong and effective class participation is characterized by:

- demonstrated mastery of the assigned material;
- critical examination of the assumptions and implications of the assigned readings;
- ability to identify key issues, synthesize information (including making connections or exploring contrasts with previously assigned readings); and
- respectful but probing examination of the contributions of your peers and effective facilitation in clarifying different points of view, thereby contributing to the learning of the whole group.

Critical reading, consistent attendance, and active engagement in class discussions are all vital to your learning and the success of this course. To earn an A level grade for discussion participation, you must come well-prepared for class, consistently interact with your colleagues and move the discussion forward with your own questions, interpretations, and ideas. If you attend every session and occasionally contribute to discussion, demonstrating good preparation on the whole, you will receive a B level grade for participation. If you attend but never participate, your grade will be no higher than a B-/80.

Course Learning Goals

Engaged students who consistently come to class, participate actively in discussions, do all the reading, and complete all written assignments will improve their abilities to:

- Appreciate places, cultures, and peoples in the Pacific World, both in the past and the present, as different from themselves, and view that world from perspectives other than their own.
- Think critically about "the past," not as a collection of facts, but rather as the interpretation, based on evidence, of human experiences, interactions, and relationships as they change over time. You will begin to understand that the practice of history is an ongoing conversation between historians, sources, and yourselves.

- Identify and analyze primary sources, and use them critically as the evidence from which historical interpretations are built; you will begin to understand how historians “know” what we know about the past.
- Access and use library resources, including data-bases, scholarly journals, books, and digital media.
- Articulate ideas verbally and defend them with evidence.
- Read critically in order to reflect thoughtfully on texts and the claims they put forward, as well as any implicit biases they might have.
- Write critically and thoughtfully. You should be better able to articulate and support a thesis-driven argument that is supported with evidence. You will understand the basic purpose and use of source documentation, and begin to gain mastery of standard citation formats.

Required Textbooks

- *The Journals of Captain Cook*, selected and edited by Philip Edwards, London: Penguin Books. Penguin Classics; Abridged edition (2000). ISBN-10: 0140436472; ISBN-13: 9780140436471. \$15

In addition to this textbook, additional required readings are on available on Blackboard.

Course Requirements

- Two short (5-6 pages) papers **or** one long paper (10-12 pages); guidelines will be provided in a separate handout. The first short paper is due no later than the beginning of class on **June 19**; the second short paper and the long paper are due no later than the beginning of class on **June 30**. **Late papers will not be accepted** (short paper - 15% each; long paper – 30%)
- In-class mid-term examination on **June 22** (Short answer identifications and longer essay questions; 30%)
- Final exam on **July 7** (short answer identifications and comprehensive essay questions; 30%)
- Attendance is mandatory. Students will be allowed one absence without penalty; any additional absences will directly affect the final grade
- Preparation & participation (10%)

Failure to fulfill any of the course requirements may result in failure of the course.

Critical reading, consistent attendance, and active engagement in class discussions are all vital to your learning and the success of this course. To earn an A level grade for discussion participation, you must come well-prepared for class, consistently interact with your colleagues and move the discussion forward with your own questions, interpretations, and ideas. If you attend every session and occasionally contribute to discussion, demonstrating good preparation on the whole, you will receive a B level grade for participation. If you attend but never participate, your grade will be no higher than a B-/80.

Writing Center

Since writing is an important part of this class, you are encouraged to visit the Writing Center (217a Lauinger) and work with one of the trained tutors. While you solely are responsible for the work you submit, and the Center’s tutors will not do your work for you, Writing Center

tutors can talk you through any stage of your writing process, from brainstorming a thesis and organizing your thoughts to revising, editing and proofreading. To set up an appointment, visit <http://writingcenter.georgetown.edu>

Instructional Continuity

Should classes be canceled, students should await case-by-case directions from the instructor.

Academic Integrity

As signatories to the Georgetown University Honor Pledge, you are required to uphold academic honesty in all aspects of the course, especially on exams and papers. The professors and teaching assistants are aware of and regularly consult all of the major Internet sources for plagiarized papers. Thus, you are hereby cautioned to follow the letter and the spirit of the Standards of Conduct outlined in the Georgetown Honor System brochure pp. 3-4, 11-13. If you have any questions about conforming to rules regarding plagiarism or about the proper format for citations, consult a professor or teaching assistant. Any violations of the Honor Pledge may result in failure of the course.

If you believe you have a disability, then you should contact the Academic Resource Center (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, harassment, or assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role it is to coordinate the University's response to sexual misconduct.

Class Schedule

- **The topics and readings listed below may be revised during the term**
- **Termsheets and outlines for the lectures are posted under "Documents" on Blackboard**

Week 1 (June 5-9)

- Course Introduction/Setting the Scene
- SE Asia at the Crossroads: Early Maritime Asia
- China at the Center
- God and Gold: European/Asian Interactions

Friday discussion:

- Tansen Sen. "Maritime Southeast Asia Between South Asia and China to the Sixteenth Century." *Trans-Regional and National Studies of Southeast Asia*, Volume 2, Issue 1 (January 2014). **Blackboard**

Week 2 (June 12-16)

- Spain as a Pacific Player
- Great Power Rivalries in the North Pacific

- First Encounters in the South Pacific
- Challenge of Modernity: China

Friday discussion:

- *The Journals of Captain Cook*, selected and edited by Philip Edwards, London: Penguin Books, pp. 7-12; 39-82; 189-90; 219-222; 319-323; 344-365; 427-431; 450-458; 492-537; 590-613.

Week 3 (June 19-23)

Monday (June 19) – First written assignment due

- Challenge of Modernity: Japan
- The “American Empire”: US Expansion into the Pacific
- Commercial Activity

Thursday (June 22) – Midterm Exam

Friday discussion:

- TBA

Week 4 (June 26-30)

- Trans-Pacific Migration
- “The Chinese Must Go” or “The Yellow Peril”
- Imperialism in Action
- Nationalism in Reaction

Friday (June 30) – Second written assignment due

Friday discussion:

- TBA

Week 5 (July 3-7)

Tuesday, July 4 – No class

- Tensions in the Pacific: The US-Japan Rivalry & Asia for the Asians?
- World War II in the Pacific
- The Cold War, Decolonization & Vietnam
- Regional Economic Growth & Integration

Friday (July 7) - Final Exam