

The Pacific World
History 107
Summer 2021

This DRAFT Syllabus is subject to change

Instructor: Jacob Dingman

Office Hours: **TBA** or by appointment. I am MORE than happy to meet with you at another time, just ask!
e-mail: jsd75@georgetown.edu

Class Schedule:

Monday – Thursday, 10:45 AM – 12:45 PM

Online Instruction (subject to change)

This course is subject to the University's ongoing status of Instructional Continuity and will be delivered remotely throughout the term.

Given that Zoom will serve as the primary tool for synchronous sessions, please adhere to the following practices:

- Attend class on-time and remain on Zoom throughout the session.
 - If you cannot attend class synchronously due to time zone differences, please get in touch with me. This is absolutely not a problem, but does require some work-arounds.
- Unless you have received prior approval from the instructor, keep webcams on throughout the entire class meeting.
- Keep your microphone muted unless speaking.
- Submit completed assignments by the date specified in the syllabus.
- All coursework outside of the synchronous sessions must be submitted through Canvas/Assignments.
- Complete all assigned reading by the assigned due date.

If you have questions or concerns about the course, schedule time to meet with me or attend virtual office hours.

Course Description

“The past is the present. It’s the future, too.”

Eugene O’Neill, *Long Day’s Journey into Night*

“We study the past to understand the present. We understand the present to guide the future.”

William Lund

“We study history...not as a quaint exercise in antiquarianism, but to understand the present. History, properly understood, is a series of meandering roads that all converge on the modern day.”

Douglas Egerton, *The Wars of Reconstruction*

“...revision is the lifeblood of historical scholarship. History is a continuing dialogue between the present and the past. Interpretations of the past are subject to change in response to new evidence, new questions asked of the evidence, new perspectives gained by the passage of time. There is no single, eternal, and immutable ‘truth’ about past events and their meaning. The unending quest of historians for understanding the past—that is, ‘revisionism’—is what makes history vital and meaningful.”

James McPherson, president of the American Historical Association, September 2003

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 approximately 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 Requirements and Grade Breakdown

- Guidelines for written assignments are provided in a separate handout. You have the option of writing two short papers (worth 15% each) or one long paper (30%)
- Mid-term examination: June 24 (30%)
- Final exam: July 8 (30%)
- Class attendance and discussion participation (10%)
 - This includes two required discussion question posting per semester. I will distribute a schedule for when each student should post a question.
- **Failure to fulfill any of the course requirements may result in failure of the course.**

Excused Absences:

- Absence for religious observances: Please notify me in person and by email at the beginning of the semester of religious observances that conflict with classes.
“Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work.”

- Absence for athletic travel: Student-athletes must provide a travel letter at the beginning of the semester that highlights potential absences. Students who cannot be accommodated for some or all absences should discuss the matter with the relevant Academic Coordinator for Student-Athletes.
- Absence for documented illness: Students who miss multiple classes due to prolonged illness should provide documentation of such to the Dean's Office, which will communicate with the student's professors. A prolonged absence may necessitate the student's withdrawal from the course or from the University for the semester.
- At the discretion of the professor: There may be cases where an absence is undocumented but is, nevertheless, excused by the professor (e.g., absence due to a death in the family).

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, 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.

Writing Center

Since writing is an important part of this class, you are encouraged to take advantage of the services provided by 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. For details regarding the Center’s schedule, visit <https://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. In order to arrange accommodations, the student must present his/her professor with a letter from the ARC outlining the recommended accommodations at the beginning of the semester.

Resources are available for all students when they experience life events or academic pressures that leave them feeling anxious, confused, depressed, lonely, or overwhelmed. Although such students may not be eligible for accommodations through the Academic Resource Center, they are encouraged to:

- Visit the Counseling and Psychiatric Services (CAPS) in Darnall Hall. A free intake can be arranged by walk-in, or by calling 202-687-6985 during normal business hours (202-444-PAGE [7243] for emergencies).
- Talk to their deans, who can connect students to the appropriate resources and help them work through their academic options.
- Communicate proactively with faculty if anxiety or depression have disrupted class attendance and/or productivity.

Students who are not registered with the ARC are not entitled to accommodations (including extensions), nor are registered students who fail to follow established ARC procedures. Any student with a chronic condition which affects class performance is urged to contact the ARC to pursue whether accommodations may be appropriate for future coursework.

For more information:

<http://bulletin.georgetown.edu/regulations4.html#attendance>
<http://guarc.georgetown.edu/>
<http://caps.georgetown.edu/>
<http://guarc.georgetown.edu/athlete/faqs/>

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 in syllabus may be revised during the term**
- **Term sheets, outlines, and PowerPoint presentations for the lectures are available on Canvas under “Files.”**
- **Required readings are available on Canvas under “Files.”**

Week 1 (Week of June 7)

- Course Introduction/Setting the Scene
- SE Asia at the Crossroads: Early Maritime Asia
- China at the Center

- God and Gold: European/Asian Interactions

Discussion:

Epeli Hau'ofa. "Pasts to Remember." *We Are the Ocean: Selected Works*, University of Hawaii Press, 2008.

Week 2 (Week of June 14)

- Spain as a Pacific Player
- Great Power Rivalries in the North Pacific
- First Encounters in the South Pacific
- Challenge of Modernity: China

Discussion:

- TBD

Week 3 (Week of June 21)

Monday, June 21: First written assignment due before 11:59 pm EST

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

MIDTERM EXAM: Thursday, June 24

Discussion:

- TBD

Week 4 (Week of June 28)

Monday, June 28, before 11:59 pm EST, students must submit:

- a. Copy of the image to be used in the second short paper
- b. Tentative outline/thesis statement/bibliography

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

Monday, July 5: Second written assignment/long paper due before 11:59 pm EST

Discussion:

- TBD

Week 5 (Week of July 5)

- 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

Discussion:

- TBD

FINAL EXAM – Thursday, July 8

SUMMER VIRTUAL TEACHING & LEARNING ENVIRONMENT

Participation and Engagement

Participation is a key component of your success as a student engaged in a remote learning environment as it encourages rich discussion and interaction with your classmates and demonstrates your command of course concepts to the instructor. In this course, preparation & participation are worth 10% of your final class grade. Synchronous participation will take place via Zoom.

Remote Learning Tips

As a student engaging in this class remotely, you must take a far more active role in learning and accessing information than traditional students in face-to-face classrooms. To learn about 10 ways to ensure distance learning success go to: <https://elearnmag.acm.org/archive.cfm?aid=1670618>

Announcements

Announcements related to this course will be posted in Canvas regularly. They will appear on your Canvas dashboard when you log in and/or they will be sent to you directly via email. Please make certain to check them regularly, as they will contain important information about upcoming projects or class concerns.

Email

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day.

Writing Center

The Georgetown University Writing Center is a free resource open to all enrolled Georgetown students and offers online appointments. The Center's website is: <https://writingcenter.georgetown.edu/>

Technical Support for Students

1. Canvas - Students have 24/7 access to <http://canvas.georgetown.edu/getting-help>, including live chat and a support hotline at (855) 338-2770
2. Zoom - For support with Zoom, email: zoom@georgetown.edu
3. Use of [Georgetown University-issued accounts](#) for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contacts is governed by the contract between Georgetown University and Google. For help managing your Google Documents, visit [Google Drive Help Center](#).
 - Contact the UIS Service Center at help@georgetown.edu if you have a question regarding:
 - Your GU netID and/or password
 - Your GU email account
 - Any connectivity issues