

**The Pacific World**  
**HIST 107-10**  
Georgetown University  
Summer 2022  
First Session (June 6 - July 7)  
Walsh 492  
Monday-Thursday, 10:50 am -12:55 pm EST

## **DRAFT SYLLABUS**

### **Subject to revision**

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#### **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.**

### **Discussion Sessions**

In addition to lectures 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.

Each week several students will be required to prepare questions for all sections of the course. The questions must be designed to provoke discussion of 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 previous readings). **These students must post their questions under "Discussions" on Canvas by 10 am EST the day before the discussion.**

**\*\*\*Failure to submit a question for discussion will result in the student receiving a "zero" for the day's discussion grade.**

- The questions must be designed to provoke discussion on the readings (while they primarily should focus on the assigned reading, they also may consider links to previous readings as well as any broader implications of the work to global history, international relations, or other inter-societal relations).
- Do not assume additional knowledge on the part of your classmates (outside of the week's reading). If you desire to reference additional material, make it available to the rest of us.
- When including quotes or referencing specific points in the reading, please provide page numbers.
- Do not post a question that already has been asked (refrain from asking a follow up question to one that already has been posted – save that for class).

### **Discussion Participation**

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 participation in discussion is characterized by:

- Demonstrated mastery of the assigned reading each week;
- Critical examination of the assumptions and implications of the assigned
- Ability to identify key issues and make connections or explore contrasts between readings
- Respectful but probing examination of the contributions of the instructor and your colleagues thereby contributing to the learning of the whole group.

When evaluating participation, I take into account both the quantity and the quality of your comments during discussions. To earn an A in discussion, you must participate in all sessions, interact with your colleagues and move the discussion forward with your own questions, interpretations, and ideas. An "A" grade in participation also requires that you demonstrate excellent preparation and knowledge of the themes, arguments, and issues raised in the book assigned for that day's discussion. If you attend every session (unless excused for approved reasons) and contribute to discussion, demonstrating good preparation, you will receive a B level grade for your participation grade. If you attend but never participate or if your comments consistently demonstrate poor preparation (i.e., that you have not read the assigned text), your participation grade will be no higher than a C level grade.

#### **Course Requirements**

- Written assignment(s) - guidelines are provided in a separate handout. Late papers will not be accepted. The two short papers each are worth 20% of the final grade; one long paper is 40%.
- Mid-term examination – June 23 (IDs and short answer questions on material covered up to mid-term; 20%)
- Final exam – July 7 (IDs and short answer questions on material covered since mid-term; 20%)
- Participation in scheduled discussions (20%)

**\*\*\*Failure to fulfill any of the course requirements will result in failure of the course.**

#### **Attendance Policy**

- Attendance at all lectures and discussion groups is mandatory.
- Each unexcused absence from a discussion session will result in 5 points being deducted from the student's discussion participation grade.
- When absences are excused, students remain responsible for all assigned work, and shall be provided with the opportunity to make up, without penalty, any work that they have missed.

Students receiving an excused absence for a Friday discussion must submit a **1-2 page reaction paper** to the week's assigned reading. Its contents should focus on your reaction to the reading (or some portion of it), an explanation for that reaction, and, in the concluding paragraph, a sentence or two addressing the "so what?" factor –the consequences/significance of your reaction to the reading. These papers are graded on a pass/fail basis; the paper must be emailed directly to the instructor prior to the beginning of class the following Wednesday.  
**\*\*\* Failure to submit a reaction paper will result in the absence being recorded as unexcused.**

### **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 documented illness: Students who miss 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 current 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](mailto: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.
- Visit website at: <https://accessibility.georgetown.edu/campus-resources/students/>

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/>

### **Title IX Syllabus Statement (endorsed by Faculty Senate)**

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

Health Education Services for Sexual Assault Response and Prevention: confidential email [sarp@georgetown.edu](mailto:sarp@georgetown.edu)

Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

(Above statement and TIX faculty resources found at:

<https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/>)

### **Title IX Pregnancy Modifications and Adjustments**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

SCS students must complete the [Pregnancy Adjustment Request Form](#) (<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>) and submit it to the SCS Deputy Title IX Coordinator at [titleixscs@georgetown.edu](mailto:titleixscs@georgetown.edu). Upon receiving the completed form,

the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process. More information about pregnancy modifications can be found on the [Title IX at Georgetown University Website](#).

### **Class Schedule**

- **The topics and readings listed in syllabus may be revised during the term**
- **Termsheets, 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 6)**

- 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 13)**

- 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 20)**

**Monday, June 20: 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 23**

#### **Discussion:**

- TBD

### **Week 4 (Week of June 27)**

**Monday, June 27, *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

**Tuesday, 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 7**