



Course: Asian Studies 12

Course Description:

Welcome to Asian Studies 12. This course will enable students to understand the development Asia from 1850 to the late 20th century, through studying the geography, history, and culture of selected East Asian countries. The course will follow the core competencies, big ideas, curricular competencies, and content for Asian Studies 12 prescribed by the BC Ministry of Education and Child Care.

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, phenomena, ideas, or developments (significance)
- Assess the credibility and justifiability of evidence, data, and interpretations (evidence)
- Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)
- Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence)
- Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)
- Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment)

Big Ideas:

- The breadth diversity of Asia's physical and human resources have contributed to the development of distinct and disparate political, cultural, and economic regions in the late 20th century.
- Colonialism, imperialism, and resource disparity have been the primary reasons for conflict and movement of peoples in Asia.
- Ethnic, regional, and national identities, shaped in part by geography and migration, exert significant political and cultural influence in Asia.
- Rapid industrialization, urbanization, and economic growth in Asia in the late 20th century have created complex environmental challenges.

Content

Students are expected to know the following:

- resource distribution and physiographic features demography, migration, urbanization, and environmental issues
- industrialization, globalization, economic systems, and distribution of wealth
- development, structure, and function of political and social institutions
- social and political movements, including human rights initiatives



- local, regional, and global conflict and co-operation
- local, regional, and national identities

Curricular Competencies:

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
- Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
- Compare and contrast continuities and changes for different groups at the same time period (continuity and change)
- Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)

Core Competencies:

Communication

- Listen, connect, and engage with others through conversation, sharing my ideas, and being respectful of other's ideas
- Understand, interpret, and present information to different audiences
- Collaborate with others and contribute to a group by taking on a role or responsibility
- Explain and retell an event and identify what I learned from it through reflection

Thinking

Creative

- Generate new ideas inspired by connecting with others' ideas
- Create new ideas by my interests or my environment

Critical

- Analyze and evaluate facts, information, ideas and solutions and draw conclusions
- Explore questions or challenges related to key issues or needs in my studies, my life or the media
- Create, develop, and refine a plan in response to my questions or challenges



Personal & Social

- Understand that my identity is made up of many interconnected aspects (life experiences, family, community, cultural contexts)
- Describe my values and how they affect personal choices
- Identify my individual characteristics including strengths and areas I need to focus on
- Positively contribute to my classroom, my community, and/or a larger environment

Resources including the following but not limited to:

Holcombe, Charles. *A History of East Asia: From the Origins of Civilization to the Twenty-First Century*. 2nd ed. (New York: Cambridge University Press, 2017) and other relevant reading provided by your teacher.

Assessment:

Formative (30%)

Assignments

Tests

Group Work

Summative: (70%)

Exams (Midterm and Final)

Projects/essay

Presentations

With respects to the First People's Principles of Learning, students may be alternatively assessed in ways that people can display knowledge and subject mastery. The alternative assessment can be storytelling, art or other expressions of self, knowing and learning.

First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Expectations: Attendance is mandatory. Students are expected to use their electronics responsibly, speak English, and participate in daily activities. Students will take an active role by discussing, doing work, working in partners or groups, and taking notes. Students are responsible for any missed assignments.

****Late assignments may be penalized.**



Week	Unit
1-4	<p>Unit 1: Introduction: What is Asia? How to define Asia and East Asia?</p> <ul style="list-style-type: none">- Geographic features, population density, climates, and environments of Asia- Natural borders, resource distribution, and impact of climate and physiographic features on trade, migration, and economies in Asia <p><u>Local, regional, and global conflict and co-operation:</u></p> <ul style="list-style-type: none">- Colonialism since 1850: Impact of colonialism on Asia- Case study 1 (China): Imperialism, Opium War, internal rebellions, modernization, Chinese Revolution 1911, and rise of modern Chinese nation-state <p>Unit 1 Test</p>
5--6	<p><u>Unit 2: Meiji Modernization, industrialization, and urbanization</u></p> <ul style="list-style-type: none">- Imperialism and Meiji Restoration (1868-1912)-Commodore Perry and the Opening of Japan (1853-1854)-Modernization, westernization and tradition <p>-Unit 2 Test</p>
7-10	<p><u>Unit 3: Social and political movements in China and Japan (1912-1929)</u></p> <ul style="list-style-type: none">-China: The May Fourth Movement: Science and Democracy-The Warlord Period, 1916-1928-Japan: Taisho Democracy (1912-1926)-The road to war in Asia: The rise of Japanese militarism-Manchurian incident 1931 <p>Unit 3 Test</p>



11-12	<p><u>Unit 4: World War II in China and the Asia-Pacific (1937-1945)</u></p> <ul style="list-style-type: none">-Marco Polo Bridge Incident and the outbreak of the Second Sino-Japanese War in 1937-The Nanjing Massacre-Expansion of Japanese aggression: Pearl Harbour and the Battle of Hong Kong in 1941-End of World War II in the Asia-Pacific 15th August 1945 <p>-Unit 4 Test</p>
13-14	<p>Unit 5: Postwar Reconstruction in Japan and Hong Kong (1945-1990)</p> <ul style="list-style-type: none">- Rapid post-war economic growth and development in Japan- Hong Kong one of “The four little dragons”- The “East Asian miracles and the export-led growth models- The role of the state in economic development
	<p>Final Exam</p>