Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification

Application Form

Spring 2015

APPLICANT: Larry Meacham

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COURSE ALPHA and NUMBER: Asan/Pols 250

COURSE TITLE: Asian Politics Since 1900

ESTIMATED NUMBER OF SECTIONS:
  Fall: 1
  Spring:

APPLICATION IS FOR:
  □ New Course  □ Modified Course  X Existing Course  □ Re-designation

Certification  X Re-Certification. Date of last certification: 2010

DIVERSIFICATION AREA DESIGNATION SOUGHT:

□ DA (Arts)
□ DB (Biological Sciences)
□ DH (Humanities)
□ DL (Literature and Language)
□ DP (Physical Sciences)
□ DS (Social Sciences)
□ DY (Laboratory)

What percentage of the CONTENT of this course focuses on this diversification area? 75%

What percentage of CLASS MEETINGS focuses on this diversification area? 75%
1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area's hallmarks.

*DS.1 Uses the terminology of theories, structures, or processes of the social or philosophical sciences.*

The course uses the terminology of theories (e.g., Marxist revolution), structures (e.g., authoritarian government) and processes (building infrastructure).

*DS.2 Involves concepts, models, practices, or issues of concern in the study of these theories, structures, or processes.*

The course uses concepts (e.g., imperialism), models (e.g. state capitalism), practices (e.g., emphasizing exports) and issues of concern (e.g., improving the status of women and minorities).

*DS.3 Demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of the structures or processes of these sciences.*

The course uses qualitative analysis (e.g., comparing the economies and governments of China, Japan, etc.) and quantitative analysis (e.g., reduction of poverty) to study the structures and processes of politics.

**Asan/Pols 250 Student Learning Outcomes/Course Objectives:**

Upon successful completion of Asan/Pols 250, the students should be able to describe:

1. Political processes such as Marxist revolutions, political purges and establishing authoritarian government: and political structures such as parties, legislatures and executives.
2. Processes within state-capitalist development such as building infrastructure, establishing national industries, emphasizing exports and reducing poverty.
3. Social processes such as increasing literacy and access to education and improving the status of women and minorities.
4. Historical, cultural, religious and philosophical barriers and effects on political, economic and social development, such as imperialism, class and Confucianism.

2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Students are given short-answer practice quizzes after each unit, short answer quizzes in the 5th and 10th week, and a comprehensive final exam of short answer questions. All the SLOs are measured with these tools.

At the end of the course, students take a knowledge survey, which has been shown to correlate at 0.8 with actual learning. Weaknesses in any part of either of the knowledge inventory or final exams results in restructuring and/or lengthening of the units dealing with those particular subject areas and more emphasis on addressing those subjects in the practice quizzes.

In summary: SLO#1- Final Exam Embedded Questions and Knowledge Inventory, SLO #2- Final Exam Embedded Questions and Knowledge Inventory, SLO #3 - Final Exam Embedded Questions and Knowledge Inventory, SLO #4- Final Exam Embedded Questions and Knowledge Inventory.
SLO #1 Results Example: “What type of government does India have? Who becomes the prime minister?” answered correctly by 80% of students.
SLO #2 Results Example: “What policies did Manmohan Singh push and what has been the result?” answered correctly by 80% of students.
SLO #3 Results Example: “What is the status of Islam in Malaysia? What is the status of the Chinese in Malaysia? What is the bumiputra policy?” answered correctly by 75% of students.
SLO #4 Results Example: “Briefly describe Confucius’ philosophy.” Answered correctly by 75% of students.

In addition, students must write a 5-page paper, typically addressing both sides of a political issue such as free trade, the death penalty, etc.

There is only one instructor teaching this subject at HCC.

3. Assessment of assessment. How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

Each semester, weaknesses in any part of either the knowledge inventory or final exams results in restructuring and/or lengthening of the units dealing with those particular subject areas and more emphasis on addressing those subjects in the practice quizzes.
DIVERSIFICATION BOARD DECISION:

☑ Approved
   Re-Certification Due: Fall 2019

☐ Not approved
   If not approved, reasons for disapproval:

Diversification Board Chair Signature: [Signature]
Date: 1/20/2015
Course Description: This course will focus on ten Asian countries with the largest economies and populations, in order to familiarize students with the development of their politics, economics, and society. Course satisfies a DS General Education requirement. Cross-listed as POLS 250. Prerequisite: ENG 22/60 or ESL 23, OR Placement in ENG 100.

Introduction: After WWII, the European colonial empires in Asia fell apart as countries gained their independence, and some countries significantly grew and developed their economies. Today, more than half of the world's economy is in the Pacific Basin. In this course, we will focus on the Asian countries with the largest economies and populations, in order to familiarize you with the development of their politics, economics and society. We will first briefly cover pre-20th century matters, and then look at politics, policies and economics up to the present. One common theme is that these countries had early, fierce debates about modernization in the face of Western imperialism. Another is that they pushed through and experienced enormous changes.

Student Learning Outcomes/Course Objectives: Students will be able to describe:
1. Political processes such as Marxist revolutions, political purges and establishing authoritarian government; and political structures such as parties, legislatures and executives.
2. Processes within state-capitalist economic development such as building infrastructure, establishing national industries, emphasizing exports and reducing poverty.
3. Social processes such as increasing literacy and access to education and improving the status of women and minorities.
4. Historical, cultural, religious and philosophical barriers and effects on political, economic and social development, such as imperialism, class and Confucianism.

Class Requirements/Method of Instruction:
-Read the online unit lectures at laulima.hawaii.edu and send in your answers to the questions via Laulima Private Message, NOT by email, NOT by an attachment.
-Keep up with the readings and the world news (e.g. at nytimes.com, washingtonpost.com, cnn.com).
-Post your opinions and reasons on the discussion board in response to our posted debate questions.
-Take the quizzes at any community college learning center. Quizzes will be short-answer (Example: "Briefly outline two reforms in Meiji Japan.") and will be preceded by a full review.
-Write a clear, well-organized paper on a topic of your choice, upon my approval, with 6 pages of double spaced text, references and a bibliography. It is due on December 7th, pasted into a Laulima Private Message, NOT by email and NOT by an attachment. It can be an expansion of one of the topics in the course, a profile of an Asian leader or organization, an in-depth analysis of a problem or issue, etc.

TEXT: Mason, A Short History of Asia, 2nd ed.

GRADES: Class participation, 20%. Quizzes 1, 2 & 3, 20% each. Paper 20%. A=85%+, B=75%+, C=65%+, D=55%+, F=45%+. Late work penalized. No work accepted more than 3 weeks late.

Ofc hrs: MW 12-1 PM, Bldg 7 Rm 617 or by appt. Telephone: 845-9161. email: meacham@hawaii.edu.

Tentative Schedule:
Read the Text Selections and the Online Lectures posted at Resources on laulima.hawaii.edu.
Answer the lecture questions via Laulima Private Message, NOT by email, NOT by attachment.

Part 1- East Asia
READ: Online lecture, Mason, p. 45-60, p. 65-7, p 77-96, p. 192-215, online lecture on Taiwan.
READ: Online lecture, Mason, p. 61-71, 97-108, 167-73, 244-253.

READ: Online lecture, Mason, p. 270-280.


Part 2 - Southeast Asia
READ: Online lecture, Mason, p. 134-143, 216-231.

READ: Online lectures, Mason, p. 281-293.

Unit 6. 10/8-10/12: Thailand: Reform Kings. The Japanese and WWII. Military Coups. Reds vs. Yellows.
READ: Online lecture, Mason, p. 254-261.

Sidebar: Singapore.


Quiz 2: 10/29-11/2

Part 3 - South Asia
Sidebar: Bangla Desh: The secession from Pakistan. The war between the family parties.
READ: Online lectures, Mason, p. 173-182.

READ: Online lecture, Mason, p. 183-192.
READ: Online lecture, Mason, p. 183-192.