



Stony Brook University

<< DEPARTMENT of ASIAN & ASIAN AMERICAN STUDIES >>

## Course Syllabus

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**Important Note:** Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. It is your responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through email.

### Part 1: General Information

**Course Title:** [Environmental History of China](#)

**Course Catalog Number & Section:** [AAS 352.01](#)

**Class Number:** [94391](#)

**Credit Hours:** [3](#)

**Prerequisites:** [U3 or U4 standing; one SNW course](#)

**Stony Brook (Gen Ed) Curriculum Designation:** [STAS](#)

**Classroom:** [Light Engineering 152](#)

**Instructor Name:** [Gregory RUF 葛瑞峰](#)

**Instructor Contact Information:**

**Email:** [gregory.ruf@stonybrook.edu](mailto:gregory.ruf@stonybrook.edu)

**Office:** [Humanities 1126](#)

**Office Hours (Fall 2018):** [M/W 4:00-5:00pm; Tu 2:00-3:00pm \(and other times M-W by prior appointment\)](#)

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### **Course Description**

The history of interaction between human activities and the natural environment in China, with special attention to ecological consequences of various paradigms of economic development throughout Chinese history. Focus in on the political ecology of state-level societies, and the relationships between cultural ideas, behavioral practices, human health, and environmental change.

## **Required Course Materials**

Several assigned readings will be accessible on-line, either through JSTOR, URL links, or the course Blackboard site. There are FOUR books that we will be reading in their entirety. Please order them independently:

- **Robert Marks, 2011, [China: Its Environment and History](#), Rowman & Littlefield; ISBN-13: 978-1442212756 (pbk)**
- **R. Keith Schoppa, 2002, [Song Full of Tears: Nine Centuries of Chinese Life Around Xiang Lake](#), Basic Books; ISBN-13: 978-0813340203 (pbk)**
- **David Pietz, 2015, [The Yellow River: The Problem of Water in Modern China](#), Harvard University Press; ISBN-13: 978-0674058248 (cloth)**
- **Michah Muscolino, 2009, [Fishing Wars and Environmental Change in Late Imperial and Modern China](#), Harvard University Press; ISBN-13: 978-0674035980 (cloth)**

## **How We Will Communicate**

I strongly encourage every student to visit my office during the first weeks of the semester. Appointments are encouraged for Office Hours, and required outside of office hours. With rare exceptions, I am always available during regularly scheduled office hours. Students with scheduled appointments (via email confirmation) will receive priority. Drop-in visits – without appointment – during office hours are always welcomed and managed on a first-come first-serve basis (as time permits around scheduled appointments). If you need to see me in person, it always best to schedule an appointment. I am not available during the 30-minutes prior to any of my classes

Aside from Office Hours, my preferred method of contact is via the email address listed at the top of this syllabus. When emailing me about the course, please use “**AAS 352 Fall 2018**” in the Subject Line. If you send me a subsequent email about an unrelated topic or question, you should compose a new email (rather than respond using an existing thread of a previous and unrelated email exchange). For some well-meaning advice about emailing your professors, please check out [How to Email Your Professor](#). If you use Blackboard’s Email Tool, it will automatically include your full name, course name and section when you send me an email.

When you contact me with questions, please adhere to the “**Three Before Me**” approach and check the following resources before emailing:

- 1) [course Syllabus](#)
- 2) [details posted in the Assignments folder on Blackboard](#)
- 3) [Discussion Board forums for “General Questions & Issues” and “Open Forum on Course Content” \(see below\).](#)

I strive to respond to your emails as soon as possible, but please allow between 24-48 hours for a reply. Generally speaking, I will not be monitoring my email or the course Blackboard site on weekends, so plan accordingly.

Your Stony Brook University email must be used for all University related communications. You must have an active Stony Brook University e-mail account and access to the Internet. All instructor correspondence will be sent to your SBU e-mail account. Please **check your SBU email account regularly** for course related messages. To log in to Stony Brook Google Mail, go to <http://www.stonybrook.edu/mycloud> and sign in with your NetID and password.

### **Communicating on Blackboard**

The **Discussion Board** has several non-graded forums intended to foster communication among course participants. Please make regular use of these unstructured discussion forums.

- **Introductions**
  - Please take a few minutes to introduce yourself to your online classmates by visiting the course Blackboard Discussion Board forum, “**Introductions**,” by CREATING A NEW THREAD about yourself. Share with everyone some information about yourself. What is your background? What are your interests? Why were you motivated to take a course such as this? There is no grading in that discussion forum.
  
- **General Questions and Issues**
  - In this forum, please post any general questions, issues, or concerns regarding the course. Perhaps you have questions about how to navigate the course Blackboard site, or maybe you found an interesting website relating to the course, or some other resource or reference that is relevant to the course. You may reply to an existing thread, or **create your own new thread** pertaining to a different question or issue. Here, you have an opportunity to post your own questions -- either for me or for your classmates. Please be sure to check this forum daily, and to reply promptly. If you post a question that goes unanswered for more than 24-hours (not counting weekends), please EMAIL ME immediately.
  
- **Open Forum on Course Content**
  - Please post to this Open Forum on Content any questions you may have about the course content or subject matter. Perhaps you have a question about or comment on the material, or recommendations (to offer or solicit) about other things to read, see, or do, or a favorite website to share. This forum offers an opportunity for an informal community discussion about anything relating to the course material we are covering.

- **Student Lounge**
  - This forum is intended to provide participants in the course with a place to socialize and chat, since we will not have such opportunities as we do in a classroom. Feel free to share any thoughts or ideas -- they need not be related to the course, but they can be! The real purpose is to help foster a stronger sense of community. There are no deadlines, and there is no grading. Talk about whatever you want. There is no grading.

### **Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Stony Brook University Student Help Desk Page
- Phone:
  - (631) 632-9602 (technical support and Blackboard issues)
  - (631) 632-9800 (client support, wifi, software and hardware)
- E-Mail: [helpme@stonybrook.edu](mailto:helpme@stonybrook.edu)
- Live Chat: [Chat Live with the TLT Student Help Desk!](#)
- For assistance after **5 PM or over the weekend**, please contact the Open SUNY help desk at 1-844-673-6786 or [OpenSUNYHelp@suny.edu](mailto:OpenSUNYHelp@suny.edu)

Please do not contact me for technical assistance.

## **Part 2: Course Learning Objectives and Assessments**

### **Learning Objectives and Activities**

This course adopts an anthropological approach to the environmental history of China. The principal goal is to enable students to acquire a firm understanding of the ecological consequences of human activities, specifically as they relate to political and economic organization and exchange in one of the world's largest and oldest civilizations. To this end, the course works toward several specific objectives, including:

- familiarity with relevant regional geography, historical chronology, key terms, major events, and leading actors;
- re-evaluation of traditional interpretations of Chinese history in the context of environmental or ecological relationships;
- interpretation of data through both material and ideational theoretical models;
- appreciation for the ways in which assumptions, biases, and other factors may influence observations, data collection, and analysis and interpretation.

Upon successful completion of the course, students will meet the following learning outcomes of the STAS category under the Stony Brook Curriculum:

1. Apply concepts and tools drawn from any field of study in order to understand the links between science and technology and the arts, humanities, or social sciences.
2. Synthesize quantitative and/or technical information and qualitative information to make informed judgments about the reciprocal relationships between science or technology and the arts, humanities, and social sciences.

### **Assignments, Assessments, and Expectations**

Every student is expected to come to class have already completed the assigned readings. You should take detailed notes on the readings, and prepare in advance written questions for discussion. Course grades will be based on the following criteria:

#### **Attendance (5%)**

Students are expected to attend every class session, and attendance will be recorded. Each student is allowed two unexcused absences without penalty. Any unexcused absences will incur a 5-point deduction in your attendance grade. Attendance alone will constitute 5% of your overall course grade.

#### **Assignment: Weekly Reflections (5%)**

At the conclusion of each week, you will write a short personal reflection -- of at least 500 words -- on what you learned from that week's readings and discussions. No homework, footnotes, or citations are required -- this is a short personal essay. You must submit this assignment no later than each Sunday by 11:59pm. Late submissions will receive no credit. Follow the link on Blackboard to submit your assignment. Collectively, these reflections will constitute 5% of your course grade.

#### **Assignment: Weekly Discussion Forums (10%)**

Every student must participate in the **Discussion Forum** each week. You must post your contribution no later than Sunday, 11:59pm. Please see the Blackboard **Discussion Board** for detailed information. Discussion posts will receive 0-3 points, and collectively these will constitute 10% of your course grade. You are also strongly encouraged to respond (in a substantive manner) to the posts of classmates. Substantive responses to posts made by classmates may earn an additional bonus point for your Discussion grade that week.

#### **Assessment: Quizzes (15%)**

There will be a number of quizzes throughout the semester, both in-class on on-line. You must complete these assessments on the stipulated date; there are no "make-ups" for missed quizzes (except in the case of university-sanctioned events). Collectively, these quizzes will constitute 10% of your course grade.

### Assignment: 3-2-1 Reading Reviews (20%)

Prior to each class session, students must submit a "**3-2-1 Review**" assignment based on ONE assigned reading for that session. For class sessions with more than one assigned reading, you may select the reading for which you write the review. You must submit your assignment prior to 11:59pm the day BEFORE the class session for which the reading was assigned. Each 3-2-1 Review is worth up to six (6) points. Over the course of the semester, you must submit a total of twenty-five (25) separate "3-2-1 Reading Reviews." Collectively, these assignments will constitute 20% of your course grade. Submissions must be formatted as follows, using the headings '**Three**,' '**Two**,' and '**One**' (in bold) to structure your text, and bullet points to separate the entries under each heading (you do not need to include the explanatory notes in brackets below):

*[Record THREE (3) things that you learned from that lesson of the Learning Module. What were the three most important or significant "take-aways" for you?]*

**Three:**

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*[Reflect on TWO (2) things that you found particularly interesting and about which you may want to learn more.]*

**Two:**

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*[Pose ONE (1) question you have regarding the material.]*

**One:**

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Submission that do not conform to this format will be penalized. Late submissions will receive no credit.

### Assignment: In-Focus Case Study (20%)

Each student will select a **topic of choice** – related to the environmental history of China – and prepare an "In-Focus Case Study" lesson plan based on that topic. This assignment must be submitted by the stipulated deadline; late submissions will be penalized 5-points for each day (or part thereof) beyond deadline. This assignment is worth up to 30 points, and will constitute 20% of your course grade. This assignment should include the following:

- 1) **Title** – Title should indicate the topic or subject of the case study. (1 pt)
- 2) **Learning Objectives** – List 2-3 measurable learning objectives (with "action verbs") that describe in specific, measurable terms (that are attainable and relevant) concepts and ideas that students should master upon completion of the case study. For more information on crafting effective learning objects, see

<https://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf> (3 pts)

- 3) **A 350-500 word narrative synopsis** -- This should summarize the significant and relevance of the material, highlight key points and summarize key facts that students should learn -- what should we know about this? (6 pts)
- 4) **Two (2) readings** -- Select two articles (at least one from a scholarly source) that provide insight on the case study topic. Include the full bibliographic citations, a link to the reading if it available online, and a PDF copy of the reading if it is publicly available. (4 pts)
- 5) **Two (2) illustrations** -- These may be photographs, maps, charts, diagrams, line drawings, or other visual media. You should include the file itself (preferably in JPEG or PNG format), accreditation to the author/creator, and the full URL for its source. (4 pts)
- 6) **Three (3) discussion questions** -- These should prompt students to think about the case study topic more extensively. Try to think of at least one discussion question that prompts students to make connections to material contexts outside of China. (6 pts)
- 7) **Three (3) assessment questions** (and the answers) that could be used in a quiz or test to assess learning of the material in the case study. This may be True/False, Multiple Choice, Fill in the Blank, or some other format of your choice. Think about what would be a fair way of assessing learning mastery of the material. (6 pts)

### **Assessment: Final Exam or Term Paper (25%)**

There will be a Final Exam, worth 25% of your overall course grade. There will be no “make-up” for the Final Exam – if you miss it, you get a Zero (0). In lieu of taking the Final Exam, students may instead write a research-based term paper (due on the date of the Final Exam). Those opting for the term paper do NOT take the Final Exam. Details concerning the term paper option will be posted to Blackboard. Term paper topics must be of direct relevance to the course, and the proposed topic must be submitted to the instructor for approval no later than Tuesday, 16 October 2018.

## **Part 3: Grading, Attendance, and Late Work Policies**

**Viewing Grades on Blackboard:** Points earned for graded activities will be posted to the MyGrades screen in the Tools area of Blackboard. Grades in this course will be assessed on the following basis:

<b>Weight</b>	<b>Activity</b>
5%	Attendance
5%	Weekly Reflections
10%	Weekly Discussion Forums
15%	Quizzes
20%	3-2-1 Reading Reviews
20%	In-Focus Case Study
25%	Final Exam or Term Paper
<b>100</b>	<b>Total Possible</b>

Final letter grades for this course will be based on the scale below. There will be no exceptions; grades are not negotiable. Please note that at Stony Brook there is no letter grade of “E” for Effort – everyone makes an effort to “try hard.”

90s = A range:		A 94 & above	A- 90-93
80s = B range:	B+ 87-89	B 84-86	B- 80-83
70s = C range:	C+ 77-79	C 74-76	C- 70-73
<70s = D or F range:	D+ 68-69	D 65-67	F 64 and below

### **Attendance, Participation, and Late Work:**

Attendance is required, as well as active participation in class discussions. If you do not participate in class, your grade will suffer. You should come to class having read the assignments thoroughly, taken careful notes, and prepared your own summaries, questions, and comments to share with the class. Any work submitted after stipulated deadlines will receive no credit.

## **Part 4: Course and University Policies**

### **Classroom Protocols**

Students must silence all electronic devices (especially mobile phones) for the duration of class time. You are welcome to bring a laptop or tablet computer to class, but you are required to set it to silent operation, and to confine its use during class sessions to activities and functions relevant and pertinent to class discussions (for example, you may search the web for class-related material; you should NOT use the device during class time to monitor or update social networking sites, watch videos, play games, shop, or otherwise distract the attention of yourself or those around you from class discussions; improper use of electronic media during class time will result in loss of points for that session’s Participation grade). Recording (audio or visual) of class sessions is NOT allowed. All course material is protected intellectual property and its distribution (including uploading to the Internet) is **STRICTLY PROHIBITED**; violators will be subject to academic penalty and may face criminal prosecution.

### **Disability Support Services (DSS) Statement**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

### **Academic Integrity Statement**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website

at [http://www.stonybrook.edu/commcms/academic\\_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

### **Critical Incident Management**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

### **Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an Incomplete. If you need to request an incomplete for this course, contact me for approval as far in advance as possible.

### **Course Materials and Copyright Statement**

Course material accessed from Blackboard, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. **Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder.** Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity.

## Part 5: Course Schedule

### Unit 1: Getting Oriented

*Monday, Aug. 27*

#### **Introduction**

No Readings

*Wednesday, Aug. 29*

#### **Perspectives on Nature**

Read:

- Marks, China, Ch. 1: 'Introduction: Problems and Perspectives,' pp. 1-9
- Wenhui Hou, 1997, "Reflections on Chinese Traditional Views of Nature," Environmental History 2(4):482-492
- Dee Mack Williams, 2000, "Representations of Nature on the Mongolian Steppe: An Investigation of Scientific Knowledge Construction," American Anthropologist 102(3):503-519

*Monday, Sep. 3 – No Class – Labor Day*

Nevertheless, Read:

- Marks, China, Ch. 2: 'China's Natural Environment and Early Human Settlement to 1000 BCE,' pp. 11-53
- Mark Elvin, 2004, "The Great Deforestation: An Overview," in The Retreat of the Elephants: An Environmental History of China, Yale, Ch. 3, pp. 19-39 [pdf]

*Wednesday, Sep. 5*

#### **Political Ecology of the Early Chinese Empire**

Read:

- Duan Chang-chun et al., 1998, "Relocation of Civilization Centers in Ancient China: Environmental Factors," Ambio 27(7):572-575
- Marks, China, Ch. 3: 'States, Wars, and Farms: Environmental Change in Ancient and Early Imperial China, 1000 BCE-300 CE,' pp. 55-101
- Mark Elvin, 2004, "War and the Logic of Short-term Advantage," in The Retreat of the Elephants: An Environmental History of China, Yale, Ch. 5, pp. 86-114 [pdf]

*Monday, Sep. 10*

#### **Environmental Impacts of the Middle Imperial Period**

Read:

- Marks, China, Ch. 4: 'Deforesting the North and Colonizing the South in the Middle Imperial Period, 300-1300 CE,' pp. 103-168
- Mark Elvin, 2004, "Richness to Riches: The Story of Jiaying," in The Retreat of the Elephants: An Environmental History of China, Yale, Ch. 7, pp. 167-215 [pdf]

*Wednesday, Sep. 12*

### **Ecological Stress in the Late Imperial Period**

Read:

- Marks, China, Ch. 5: 'Empire and Environment: China's Borderlands, Islands, and Inner Peripheries in the Late Imperial Period, 1300-1800 CE,' pp. 169-222
- Anne Osborne, 1998, "Highlands and Lowlands: Economic and Ecological Interactions in the Lower Yangzi under the Qing," in Mark Elvin and Liu Ts'ui-jung (eds.), Sediments of Time: Environment and Society in Chinese History, Cambridge University Press, Ch. 7, pp. 203-233 [pdf]

*Monday, Sep. 17*

### **Modern Development and its Environmental Impact**

Read:

- Marks, China, Ch. 6: 'Environmental Degradation in Modern China, 1800-1949,' pp. 223-263
- R. Keith Schoppa, 1997, "State, Society, and Land Reclamation on Hangzhou Bay during the Republican Period," Modern China 23(2):246-271

*Wednesday, Sep. 19*

### **Focus: System Costs**

Read:

- Mark Elvin, 2004, "Water and the Costs of System Sustainability," in The Retreat of the Elephants: An Environmental History of China, Yale, Ch. 6, pp. 115-164 [pdf]

*Monday, Sep. 24 & Wednesday, Sep. 26*

### **Mao's 'War Against Nature'**

Read:

- Marks, China, Ch. 7: "'Controlling Nature in the People's Republic of China, 1949-Present,' pp. 265-330

## [Unit 2: Case Study: Irrigation Community Management](#)

*Monday, Oct. 1*

### **Xiang Lake from the Late Song thru Early Ming**

Read:

- Schoppa, Song Full of Tears, Preface (pp. xi-xiv); Ch. 1: "The Beginnings, 1112-1214: Four Servants of the People" (pp. 3-27); Ch. 2: "Obligation and Death, 1378-1500" (pp. 31-55)

*Wednesday, Oct. 3*

### **Xiang Lake from the Late Ming thru Early Qing**

Read:

- Schoppa, Song Full of Tears, Ch. 3: “Strange Fruit: Lineages and the Lake, 1519-1555” (pp. 59-82); Ch. 4: “Image and Remembrance, 1644-1705” (pp. 85-111)

*Monday, Oct. 8 – No Class – Fall Break*

*Wednesday, Oct. 10 –Online (Blackboard) Assessment (NO CLASS SESSION)*

Read:

- Anne Osborne, 1994, “The Local Politics of Land Reclamation in the Lower Yangzi Highlands,” Late Imperial China 15(1):1-46
- Peter Purdue, 1982, “Official Goals and Local Interests: Water Control in the Dongting Lake Region during the Ming and Qing Periods,” Journal of Asian Studies 41(4):747-765

*Monday, Oct. 15*

### **Xiang Lake in the Mid-Qing thru Late Qing**

Read:

- Schoppa, Song Full of Tears, Ch. 5: “Restoring the Lake: Of Mud-Dredgers, Leeches, and Worm Officers, 1758-1809” (pp. 115-139); Ch. 6: “The Beginning of the End: Cataclysm and Silence, 1861-1901” (pp. 143-163)

*Wednesday, Oct. 17*

### **Farewell to Xiang Lake**

Read:

- Schoppa, Song Full of Tears, Ch. 7: “Fending Off the Scavengers, 1903-1921” (pp. 167-185); Ch. 8: “Ends and Means, 1926-1937” (pp. 189-210)

## [Unit 3: Case Study: Watershed Management](#)

*Monday, Oct. 22*

### **Water and Empire**

Read:

- Pietz, The Yellow River, “Introduction” (pp. 1-9); Ch. 1: “On the Ecological Margins” (pp. 10-27)

*Wednesday, Oct. 24*

### **Taming the Waters**

Read:

- Pietz, The Yellow River, Ch. 2: “Management and Mismanagement in the Imperial Period,” (pp. 28-69)

- Ling Zhang, 2009, “Changing the Yellow River: An Environmental History of Hebei, 1048-1128,” Harvard Journal of Asiatic Studies 69(1):1-36

*Monday, Oct. 29*

### **Remaking the North China Plain**

Read:

- Pietz, The Yellow River, Ch. 3: “Transforming the Land of Famine,” (pp. 70-129)

*Wednesday, Oct. 31*

### **Socialism and the ‘Second Creation’**

Read:

- Pietz, The Yellow River, Ch. 4: “Making the Water Run Clear,” (pp. 130-193)

*Monday, Nov. 5*

### **Politics in Command**

Read:

- Pietz, The Yellow River, Ch. 5: “Creating a Garden on the North China Plain,” (pp. 194-257)

*Wednesday, Nov. 7*

### **Challenges of the Reform Era**

Read:

- Pietz, The Yellow River, Ch. 6: “Managing Legacies, Managing Growth,” (pp. 258-321)

## [Unit 4: Case Study: Fisheries Management](#)

*Monday, Nov. 12*

### **Traditional Marine Resource Management**

Read:

- Muscolino, Fishing Wars, “Introduction” (pp. 1-12); Ch. 1: “Migration, Markets, and Marine Life under the Late Qing,” (pp. 13-35)

*Wednesday, Nov. 14*

### **Traditional Fisheries Management**

Read:

- Muscolino, Fishing Wars, Ch. 2: “Social Organization and Fishery Regulation, 1800-1911,” (pp. 36-63)

*Monday, Nov. 19*

### **Modern Fishery Management**

Read:

- Muscolino, Fishing Wars, Ch. 3: “Developing the Ocean: Expansion and Reform, 1904-1929” (pp. 64-95)

*Wednesday, Nov. 21*

### **In Search of New Frontiers**

Read:

- Muscolino, Fishing Wars, Ch. 4: “Fishing Wars I: Sino-Japanese Disputes, 1924-1931” (pp. 96-126)

*Monday, Nov. 26*

### **Intensification and Conflict**

Read:

- Muscolino, Fishing Wars, Ch. 5: “Fishing Wars II: The Cuttlefish Feud, 1932-1934” (pp. 127-150)

*Wednesday, Nov. 28*

### **Stepping up Extraction**

Read:

- Muscolino, Fishing Wars, Ch. 6: “Fishing Wars III: The Zhejiang-Jiangsu Border Conflict, 1935-1945” (pp. 151-180)

*Monday, Dec. 3*

### **Learning from History**

Read:

- Muscolino, Fishing Wars, Ch. 7: “Continuities and Discontinuities” (pp. 181-194)

*Wednesday, Dec. 5 – **In-Focus Case Study Due***

### **Concluding Discussion**

**Final Exam:** Day 1, Period 4: **Monday, Dec. 12, 5:30-8:00pm**