

# HIST 495 History Capstone: Drugs in Asian History



SOURCE: Yi Bin et. al., *Lao Shanghai guanggao* (Shanghai: Shanghai huabao she, 1995), p. 66

Drugs make the world go around. Empires were built around the trade in drug foods like tea, opium and tobacco. They created new forms of consumption, from teahouses to the cigarette break. They also caused people to think a lot. Were these things foods, medicines, sins? How should people who made, sold and used them be controlled? Modern states have gone to great lengths to create a chemically appropriate citizenry.

You will all be writing a paper for this class, and you will have lots of options. Although the class focuses on the early modern and modern periods you can go bad as far as you wish. There are different substances you can look at, from sugar to heroin and coffee to opium. You can look at any aspect of the drug foods system, from labor and production to international diplomacy and from literature to finance.

While there are lots of options, you do have to come up with a good topic you can say something useful about and a set of primary and secondary sources to let you answer your question. This is not impossible, but it does take diligence and hard work. This is not a class that it is good to fall behind in.

## **Professor**

Alan Baumler Leonard Hall 304M

Office Hours T-Th 12:30-2:00, W 10:30-12:00 and by appointment. I am available to meet with you either in person or over Zoom.

email [baumler@iup.edu](mailto:baumler@iup.edu)

## **Class Schedule**

T-Th 2:20-3:35 LNRD 208

### **Weeks 1&2 8/26 Understanding drugs and understanding historians**

“Tea becomes a drink for a wider market” from Farris, William. *A Bowl for a Coin: A Commodity History of Japanese Tea*. University of Hawai'i Press, 2019.  
<https://directory.doabooks.org/handle/20.500.12854/35340>.

I would like you to at least look at the whole book, but we will focus on this chapter.

### **Week 3 9/9 Articles, betel nut, and research**

Reid, Anthony. “From Betel-Chewing to Tobacco-Smoking in Indonesia.” *The Journal of Asian Studies* 44, no. 3 (1985): 529–47. <https://doi.org/10.2307/2056266>.

### **Week 4 9/16 Opium and the big picture**

Thilly, Peter. *The Opium Business: A History of Crime and Capitalism in Maritime China*. Stanford: Stanford University Press, 2022.  
Chapters 2-6 We will split these up

### **First topic statement due 9/18**

### **Week 5 9/23 The League of Nations and primary sources**

For this project you will each pick a section of a primary source and analyze it. If you have already found something for your paper you can use that. Most likely you will use something from this

League of Nations. Commission of Enquiry into the Control of Opium Smoking in the Far East. *Report to the Council*. League of Nations. Publications. XI.  
Geneva: League of Nations, 1930.

### **Week 6 9/30 Cigarettes and modernizing drugs**

Cox, Howard. *The Global Cigarette: Origins and Evolution of British American Tobacco, 1880-1945*. Oxford: Oxford University Press, 2000.

Chapters on BAT in India and China

### **Second Topic statement due 9/30**

### **Week 7 10/ 7 Conferences and writing**

We will meet to discuss how your project is going.

### **Week 8 10/14 Article/primary source presentations**

These two weeks are where you will present on an article/chapter and a primary source that you are using for your project. Each of you will also do a critique of the other students' presentations.

### **Week 9 10/24 Fall break**

**First chunk of paper due 10/24**

**Week 10 10/28 Article/primary source presentations**

**Week 11 11/4 Monograph presentations**

Same as above, but with a monograph. The point of all three of these assignments is for you to be able to explain what other historians are doing in their research and how you are drawing on it and building on it in your own.

**Week 12 11/11 4/16 First draft of paper due**

As with all the project assignments this is described in the Research Guidelines on D2L. I would like to stress, however, that this should be a complete paper at this point, with all the notes and scholarly apparatus and a complete agreement. We will spend the weeks after this improving it.

**Week 13 11/18 conferences**

**Thanksgiving break**

**Week 14 12/2 Final presentations**

Each of you will do a final oral presentation of under 10 minutes. This is something that it is worth thinking about during the course of the project. What are the key points I want to make? What are the key bits of evidence or examples that will help me prove this? Thinking about your oral presentation will probably help with your final paper.

**Final paper due, Tuesday, December 10, 2:40 p.m**

**Assignments**

- Each student will write a research paper of 15+ pages.
- Each of you will write an article review on one of the articles/chapters you are using for your paper.
- Each of you will also write a book review about one of the monographs you are using for the paper.
- Each of you will write an analysis of a primary source you used for your paper.

**Grades**

Final Paper-40%

Final oral presentation 5%

Article review and primary source review- 10% each

Monograph review 15% -You will write a review of one of the monographs you are planning to use for your paper.

Quiz grade 20% -All the other small assignments (including paper drafts and topic statements) we will do go here. At the end of the semester I will add up all the points and set the highest number anyone got as 100% of this category.

**Grading Scale**

90%+ =A  
80-89.999% =B  
70-79.999% =C  
60-69.999% =D  
60% or less =F

**Attendance policy**-- You are expected to come to class every meeting, but the point is not just to come to class, but to come having done your reading and being ready to talk about it. That said there is no penalty for not coming to class besides the fact that you will not learn anything. If you are not in class it is your responsibility to get the notes from a fellow student and find out what we did and be ready for any upcoming assignments. I am required by IUP to report your class attendance periodically. This will be based on your completing on-line assignments, so if you are not doing the assignments/quizzes you will be considered to not be attending even if you do log into Zoom or D2L occasionally.

**Class recordings** – Classes may be recorded, and these recordings will be made available to the entire class.

**Due Dates**-All work is due on the date announced. Almost all assignments are turned in on d2l. Without a medical or other official excuse, quiz assignments cannot be turned in late. Other assignments (book papers, major essays) may be turned in late, but unexcused late work will be marked down one grade a day (90 becomes 85, etc.).

**Writing statement** -The History Department commits itself to developing the writing skills of students throughout the curriculum. In this class, you will complete writing assignments and activities designed to improve your ability to communicate in written formats.

**Academic Integrity**-- All students are required to abide by the University's policies on Academic Integrity, as found in the catalog. <https://www.iup.edu/registrar/catalog/>

**Class disruption** – All students are required to abide by the University's policies on Classroom Disruption, as found in the catalog. <https://www.iup.edu/registrar/catalog/>

### **Title IX and Protection of Minors**

Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the university's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the university requires faculty members to report incidents of sexual violence shared by students to the university's Title IX Coordinator. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy.

### **Disability Statement**

Indiana University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the Department for Disability Access and Advising (D2A2). If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, chronic, or short-term, please make an

appointment to meet with me as soon as possible to discuss your accommodations and your access needs. All discussions will remain confidential.

You must be registered with the Department for Disability Access and Advising (D2A2) and request them to provide your accommodation letter to me before I can accommodate you. If you have not yet contacted D2A2, and would like to request accommodations or have questions, you can make an appointment by emailing (preferred) D2A2 at disability-access@iup.edu or by calling 724-357-4067. The office is in Stouffer Hall, Room 246, 1175 Maple Street. All services are confidential.

### **Use of plagiarism detection services**

IUP is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that academic work must be the result of an individual's own effort. To assist instructors in detecting plagiarism, and to protect students from plagiarism, your written work may be submitted to a detection service that reviews submitted material for originality of content.

- IUP email is IUP's official means of communicating with the student during the course.

## **HIST 495 - History Capstone**

**Class Hours:** 3

**Lab/Discussion:** 0

**Credits:** 3

**Prerequisite:** Junior or senior history or social studies education major or by instructor permission.

**Description:** Strengthens critical thinking skills such as the ability to synthesize, analyze, interpret, and apply historical knowledge. Develops and assesses ability to read, discuss, research, write, and present on specialized topics in history. Improves academic and professional skills for upper division students.

<b>SLO #</b>	<b>Outcome</b>
1	Strengthen critical thinking skills such as the ability to synthesize, analyze, interpret, and apply historical knowledge
2	Demonstrate proficiency in the theory and practice of history in its numerous applications
3	Present and defend historical argument based on sound research and cogent reasoning