

Fall 2023

The University of Texas at Dallas, HIST 2341

East Asian Civilization

東亞文明

T-Th: 10-11:15am; SLC 1.204

Instructor: En Li, Ph.D., Assistant Professor

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Office: JO 4.902 (appointments by request; individual assistance is always available by appointment. I look forward to hearing from you)

Welcome! You can also find a copy of this syllabus on eLearning-**Course Information**. Check out the **Weekly Schedule** as well. These guide your work in this course. I recommend you print out the **Course Content Chart** in **Course Information** so you can check your weekly progress. If you have any questions, please post them in the **Help Forum** of the **Discussions** board.

I. What are we doing here?

1. What is this course about?

This course offers a cultural history of East Asia from some of the earliest historical records (dating from 1200 B.C.E.) up to the seventeenth century. It focuses on three countries: China, Japan, and Korea. We will examine how social and economic patterns, cultural life and political institutions evolved in these countries over the course of three millennia. We will learn about key topics such as the dynastic cycle, the introduction of Buddhism and the impact on people's religious lives, the lives and culture of ordinary people as we can recover from both textual and archaeological evidence, and the interactions between China and neighboring regions.

One of the main focuses of the course is primary sources. We will read (in translation) the most important writings from the Chinese, Japanese, and Korean traditions. These readings include Shang dynasty oracle bone inscriptions (used for divination), early Chinese philosophy (including Daoism and Confucianism), the early Japanese constitution, Japanese religions (Shinto, Buddhism), and Korean documents on the founding of early states, together with selections from dynastic histories, historical biographies, novels, satires,

poetry, songs, ritual manuals, diaries, scientific treatises, philological studies, and political debates. We will take an interdisciplinary approach, integrating history with literary studies, philosophy, and anthropology, in order to better understand these texts in their historical context.

2. What should I expect from this General Core Area 040 Language, Philosophy & Culture requirement course, easy, or a lot of busy work?

In this course, you will study the course materials at your own pace, check in and discuss with your group regularly, and submit assignments **bolded in yellow** in the syllabus schedule.

You will find all the materials and class meetings of this course interdependent and integrated.

No.1 rule: No busy work--everything you submit counts and will be graded in this course—while being equally challenging and substantial as any other AOI/survey/intro-level courses, I hope to make this course easy-to-follow and fun for you all.

II. Why do we do what we do?

1. What will I learn in 16 weeks?

Here are the learning objectives I submit to the University—but really, I just hope you will think twice about anything after 16 weeks. In 5-10 years, you may forget everything about world history, but I hope you are a better thinker, writer, and reader, and most importantly, live your life better, and continue to learn by yourself.

- This course is designed to introduce students to a civilization very different from that of the West—to make them familiar with distinctive East Asian approaches to human relationships to cosmic and supernatural forces; to the organization of human society and appropriate social relationships within the human realm; to ideals and institutions of governance and political order; and to patterns of artistic and literary expression. By encouraging students to consider alternative modes of thinking and organizing society, government, and culture, the course should both make them aware of what is distinctive about their own cultural assumptions and encourage them to respect different interpretations of human values.
- A second goal of the course is to train students in a). close reading of primary sources, the most important documents of historical research; and b). writing of well-organized and clearly written analyses of these primary sources, as well as selected secondary readings.

2. Does this class cover everything about East Asia? How is it different from my high school history class?

The success of this course (and how much you learn/benefit from it) is heavily dependent on you completing and understanding the assigned readings and being ready to discuss them with your classmates. As a discipline, history is not about memorizing facts or dates but, rather, interpreting what is written down or presented on screen, figuring out whether you agree with the author's statements and, most importantly, why you agree (or do not agree) with them. Being able to read the materials in this course, take notes on them, and then articulate what you agree with, what you do not agree with and what you have questions about will be central to your success.

III. How do we do it?

1. What does the online classroom look like?

eLearning site--We will use the course eLearning site. You can use this site to view class grades (posted in the **Grade Center**) and the class syllabus will be updated and posted. Class readings (except the required textbook) will be posted on eLearning as well.

Here is a quick guide of the online classroom:

The **Announcements** area of the classroom that you see each time you log in will be used on least a weekly basis to post updates and comments on class matters. I will also email the class to remind students of important due dates.

The **Content** area, arranged in folders by week, houses the content for the course. All materials for the course are posted and can be reviewed from the start of the class.

There is also a folder within **Course Content** labeled **Detailed Assignment Instructions** that provides full information, criteria, rubrics, and samples for completing each assignment.

The **Discussions** area contains discussion forums of the course. Each discussion forum will be opened for posting. There is a **"Help Forum"** where you can ask questions about readings, assignments, and other course requirements (for example, if you are looking for a group to join or your group seeks a new member) to the whole class, and you are strongly encouraged to answer each other's questions. There is also a **Student Lounge** where you can share resources related to this course and have casual conversations with your classmates.

*Remember that our classroom server is set to U.S. Central time. Therefore all due dates are noted as of U.S. Central time.

2. What types of assignments should I expect from this course?

Map and Periodization quiz (10%) A map and periodization quiz will ask students to identify major countries, cities, and area, as well as periodization that will frequently appear in this course. Detailed instructions will be posted and explained in class workshops.

Quizzes (30%, 5 in total) Quizzes are on selected Mondays **(bolded in the weekly schedule)**. Each quiz will take no more than 15-20 minutes. Quizzes will ask students to identify and explain the historical significance of terms that bolded on the outlines for lectures. Quizzes are **cumulative**, that is, any terms that have been introduced up to the time of the quiz are eligible to be covered on the quiz. Detailed instructions will be posted and explained in class meeting.

All quizzes are **close book**. Please complete the quizzes **individually**. Preparing for quizzes is a very important way for you to stay on track in this course and for me to clarify the course contents during the class meetings. My own philosophy is that students shouldn't be surprised or "tricked" by what they encounter on the short assignments—if you take notes during the lectures, keep up with the assigned readings and group discussions, the questions should not be unexpected.

Big-question posts (50%, 3 in total)

Big-question posts and responses—Each student will join a group at the beginning of the semester. Feel free to switch groups throughout the semester. You will work within groups of **2-5 members** to prepare the big-question posts to the assigned question(s). Points will be awarded to each group for their post and facilitation of discussion. You will also receive points for your individual responses to other big-question posts. Detailed instructions will be posted and explained.

*Both group and individual completion options are available for the big-question posts. It is beneficial to discuss with your group even if you choose to complete the post individually.

There will also be **multimedia option** for students who may prefer to work in audio or video formats for the **selected Big-question post(s)**. Detailed instructions will be posted and explained.

Whole-class role-play game (10%)—see **Weekly Schedule** for the date. Detailed instructions will be posted and explained.

3. How much time should I budget to spend on this course every week?

I understand everyone is very busy so here is my suggestion:

- Read course materials: 90-120 minutes, depending on how fast you read (don't forget to take notes when you read);
- Prepare for quizzes, or prepare for the big-question posts with your group members or on your own: 60-90 minutes;
- Attend class meetings: 150 minutes
- So 6-7 hours per week on average.

4. So what does a typical week look like?

Each class week begins on Saturday and ends on Friday.

- Saturday-Class#1

- follow the weekly schedule, complete the assigned readings and prepare for class meetings; review lecture notes and outlines to prepare for quizzes in class#1;

There are two types of readings for this course. First, there are discussion readings, which you'll discuss in the class workshops. Second, there are background readings that will help you follow the lectures and understand the broader historical context. Both are required for discussion and assignments.

- Class#1

-attend class meeting and take notes during lectures;

***All quizzes are taken during class on Class#1**

- Between class#1 and class#2

-continue to follow the weekly schedule and complete the readings for the week; prepare for specific questions for class discussion;

- Class#2

-attend class meeting. Class meetings will be a combination of instructor's feedback of class assignments, class discussions, and addressing your questions.

***Most Big-question posts are due on Fridays by the end of the day;**

***Most individual responses to Big-question posts are due Sundays by 5pm;**

***Please complete the assigned readings before class meetings.**

5. If I can learn the materials at my own pace, does it mean that I can just skip the class meetings?

Active and consistent participation is key to your success. Your active listening to the recorded lectures will be accessed in the **quizzes** based on the lectures and outlines (30%), and your active reading and discussing the assigned course materials will be accessed in the **big-question posts** (50%).

Why participating in class meetings? I developed the class meetings for a number of reasons. First and foremost to clarify course contents and answer your questions. I have carefully scheduled the class meetings because they are provocative and provide a different perspective to the required texts. Please participate, ask questions, and interact with your classmates as a learning community.

6. What materials do I need for this course?

Materials to purchase:

Ebrey, Walthall, and Palais. *Pre-Modern East Asia: A Cultural, Social, and Political History*. Any edition (PDF copy posted on eLearning)

I will post all other course materials on eLearning. Please do complete the readings before Mondays and take notes when you read.

IV. Tips to succeed in this course

1. What can I do to succeed in this course?

Spend time and do the hard work—The course is taught through a combination of class lectures and individual readings. It is vital you listen to the lectures. You will be responsible for the material covered in lectures as well as readings. These are interdependent, thus failure to fully participate in any of these elements will have a severely detrimental effect

on your performance in this course. Like most humanities courses, this is a reading intensive course.

Participation is key—The center of this course will be your active and consistent participation, which will be your opportunity to address the course materials critically in group discussions and your individual responses.

Take notes when you read; take notes when you listen to the lectures--Be sure to take notes on the lectures, as well as your readings and the discussion about the readings. The purpose of these notes should be to summarize the core content of the lecture/discussion/reading as well as to critically engage with it. This means if there is something which you disagree with, do not understand, totally love, etc. you should identify and note why. These notes will be very important for you to complete your quizzes and class projects.

Especially when you read, I strongly advise you to take notes. You can do this by underlining key passages or writing in the margins (note: not in library books!) or by taking separate notes. Whatever system you use, you'll need some sort of record. It will be hard to keep up if you aren't writing things down.

Keep an open mind and bring your own perspective--The success of this course (and how much you learn/benefit from it) is heavily dependent on you completing and understanding the assigned readings and being ready to discuss them in class. As a discipline, history is not about memorizing facts or dates but, rather, interpreting what is written down or presented on screen, figuring out whether you agree with the author's statements and, most importantly, why you agree (or do not agree) with them. Being able to read the materials in this course, take notes on them, and then articulate what you agree with, what you do not agree with and what you have questions about will be central to your success.

*Welcome to share what you find in the **Student Lounge** forum.

V. How will you be evaluated in this course?

1. How do I get an A in this class?

Grades are based on a scale of 100 points and are distributed among major assignments as follows:

GRADING SCALE

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 63-69

D 63-66

D- 60-62

F 0-59

You will earn a grade through your work in various types of learning assessments. These areas are broken down as follows:

Map and periodization quiz	10%
Quizzes	30% (5 in total, 6% each)
Big-question post#1 responses)	15% (10% main post, 5% individual responses)
Big-question post#2 responses)	15% (10% main post, 5% individual responses)
In-class role-play game	10%

Each assignment is designed to assess your mastery of core concepts covered in lecture, discussion, and the assigned readings. You will take six quizzes accounting for 30% of your grade. Each quiz typically takes 15-20 minutes to complete on selected days during class#1. All the quizzes are close book so please do take notes during lectures and review your notes before the quizzes.

There will be 3 Big-question posts accounting 50% of your grade. Although individual completion option available, it's very helpful to identify a group to work with at the beginning of the semester, elect a group leader, and check in and work closely with you group members throughout the semester.

All assignments are due according to the posted dates and as described in the instructions, either submitted on eLearning or posted in a designated **Discussion** board;

Unless otherwise noted, grades will be posted in the **Grade Center** no later than the end of the week following the due date of the assignment.

**A few words about "plagiarism" if case you get confused:*

The main principles you need to know are:

1. If you are relying on somebody else's ideas or information, cite that person.
2. If you use someone else's words, enclose those words in quotation marks and cite that person. Taking someone else's prose, modifying it slightly, and passing it off as your own is never appropriate, even if you include a footnote.
3. You may not turn in work that is identical to or derivative of work you have turned in for another class without both prior permission and a clear accounting of what is old and what is new.
4. Without the instructor's permission, no collaborating with another, knowingly assisting another or knowingly receiving the assistance of another in writing an examination or in satisfying any other course requirements;

I will report any violations to the Dean. For UTD's academic integrity policy, please see:

<https://www.utdallas.edu/conduct/dishonesty/>

2. Can I appeal my grades?

If, after receiving a graded assignment, you are confused by the grade or feel that it is not an accurate representation of your work, you have two options:

1. Go to your teacher's office hours and ask for a clarification. You can then sit down and talk about your work, grading standards, possibilities for improvement, and so on.
2. Submit to your teacher, in writing, an account of why you felt that grade you received was inaccurate (not disappointing-inaccurate). If appropriate, she will be happy to regard your work. This will not result in a lower grade.

3. Can I "re-submit" an assignment or "re-take" a quiz to improve my grades?

While I understand your concerns with your grades. I will not be able to offer any "resubmit" or "re-take" option for the following two reasons:

1. I grade your overall class performance. This includes all your assignments and class preparedness. Your grade reflects your performance during the semester, especially how you pay attention and take notes during lectures and discussions and review your notes consistently. Those are all important foundation to lead to your later success over the whole course.
2. Any "retake" option will result in more favorable treatment toward students who request it. Being fair to the whole class is important.

If you hope to improve your grade, here is my suggestion:

-after receiving a grade, review the questions, your responses, and your notes;

-bring the assignment to me before or immediately after class so we can review the assignment together; I hope to advise you to prepare for the next assignment by improving how you pay attention and take notes during class, and help you do better later this semester;

-so if you hope to improve your grades, the earlier you take action during the semester, the more likely you can make a difference later on. Best of luck.

VI. My role as an instructor

1. Who is my instructor?

My name is En Li. Please call me Dr. Li (Ph.D. in Chinese History, Washington University 2015) or Professor Li (Assistant Professor at UTD since 2023, you can find my faculty profile page here: <https://profiles.utdallas.edu/en.li>). I am a historian of late imperial and modern China, with a focus of social and cultural history of China and overseas Chinese communities. My first book, *Betting on the Civil Service Examinations: The Lottery in Late-Qing China* (Harvard University Asia Center, 2023), highlights the significance of *weixing*, a highly organized lottery game where money was bet on surnames that would pass the civil service exams, and reveals critical development with Chinese culture and society in the late nineteenth century. I have published peer-reviewed articles and book reviews in various journals such as *Frontier of History in China*, *East Asian Journal of Popular Culture*, *Recreation and Society in Africa, Asia, and Latin America*, and *The Common Reader*.

As one of my many ideas about new writing projects, I have been tracing a case about Hawaiian dance (or grass-skirt dance) first got introduced to Chinese urban centers between the 1920s and 1940s. Having been learning and performing Hula in Hong Kong, Taipei, Tokyo, St. Louis, Kansas City, and Des Moines for the past decade, I am excited to explore the transnational history of Hula dance beyond Hawai'i, and I am especially interested in how mobility, narrowly defined as bodily and broadly defined as geographically, changed people's perception about the world, established new social cohesions, and provided people, women in particular, with unprecedented professional, educational, and marital opportunities.

My course offerings include the histories of China and East Asia, as well as Asian good books and good movies. Prior to arriving at UTD, I was a tenured professor at Drake University, and I was honored with the University's Arts and Sciences "Outstanding Teacher of the Year" Award in 2021 and nominated for the Madelyn M. Levitt Mentor Award in 2022.

I was born and raised in Guangzhou, China, as an only child. When I am not teaching or writing, I like to play the violin, indulge in good books, movies, and musicals, and search for the best dim sum in Dallas with my husband and children.

2. What if I need help for this course?

You will probably feel overwhelmed during the first 2 weeks before you find your way. That's completely normal. We've all need help in something at some point in our lives. If you find yourself not understanding the assigned readings, lectures, and assignments, you can:

A. Ask before, during, or after the class meetings;

B. Ask the class—please post your question(s) in the **Help Forum**. I will log on to forum nearly every day, whether or not the class is meeting. The **Help Forum** is generally the best place to ask most questions. You are encouraged to respond to each other's question(s). And before you ask a question, check the **Help Forum** first. Or you can simply exchange contacts with your classmates so you can help each other out throughout the semester.

C. Ask me-- If you need to contact me on an individual basis, please email me (en.li@utdallas.edu), and I will try to reply within 24 hours on the weekdays, and within 36 hours on the weekends. Your communication is important to me. To ensure that I see your message among my email, please use the class name and number **HIST2341 East Asian Civ** in your subject line.

If you need any other individual help, please make an appointment with me.

For all UTD's academic support resources for all students, please see <http://go.utdallas.edu/academic-support-resources>

3. What if I start to fall behind, miss an assignment?

Please review the ways to ask for help in the previous question. I want you to know that I am on your side during all of this. I see myself as collaborator who encourages and helps you succeed while you do the hard work of learning. Please try to approach your relationship with me (and with your classmates) in that spirit.

In addition, it is likely that all of us will have times in the semester when we are not at our best. I understand that. If that happens, you don't need to feel self-conscious about it with me and it does not affect your working relationship. If at any point you need extra support, please do get in touch.

4. Do you provide any special accommodation?

Of course. If you have a disability and will require academic accommodations in this course, please notify me by the end of the first week of class.

Under UTD policy, for an accommodation to be officially considered, a student must register with Student Access Ability. Please contact their office here: <https://www.utdallas.edu/studentaccess/>

5. What if there are subjects that I feel uncomfortable discussing?

The lectures, slides, and reading in this course may explore extreme subjects: violence, racism, war, and famine. If you anticipate having difficulty engaging with those themes, please come talk to me and we'll figure something out.

Class schedule (please also print out a **Course Content Chart** so you can track your weekly progress; I will update your grades on eLearning regularly)

Lecture, Discussion, and Assignment Schedule

*Please note that the syllabus is subject to change. Changes will be announced in class.
Please pay attention to class announcements

I. East Asia: Definition and Common Ground

1. Introduction

8/21-8/25

Lecture: Definition, Approach, and Course Requirement

*icebreaking fun;

*syllabus Q&A

Film: "Pacific Century: Big Business and the Ghost of Confucius" (50 mins)

Reading

The syllabus (eLearning)

II. China to 1800

Inventing China (ca. 1250 B.C.E—200 C.E.)

3. Early China

8/28-9/1

Lecture#1: The Beginning of the Written Records (ca. 1250-771 B.C.E.)

Readings

A. "Late Shang Divination Records," *Chinese Civilization: A Sourcebook*, 3-5. New York: The Free Press, 1993.

B. Ebrey, "Chapter 1. China in the Bronze Age: The Shang and Western Zhou Dynasties (ca. 1500-771 B.C.E.)."

*introducing quizzes

*Discussion: What did the oracle bones tell us about history?

3. The Creation of Empire (221 B.C.E.—200 C.E.)

Lecture#2: The Age of the Warrior and the Thinker: "Double Ears" and Confucius (770-221 B.C.E.)

Readings

Ebrey, "Chapter 2. Philosophers and Warring States During the East Zhou Period (770-256 B.C.E.)."

"Confucian Teachings," *Chinese Civilization: A Source book*, 17-26. New York: The Free Press, 1993

*preparing for map quiz

9/4-9/8

Happy Labor Day!

Lecture: The Qin Dynasty: The Legalist state

Readings

Ebrey, "Chapter 3. The Founding of the Bureaucratic Empire: Qin-Han China (256 B.C.E.—200 C.E.)."

"Two Avengers," 38-41, "Penal Servitude in Qin Law," 51-53, *Chinese Civilization: A Sourcebook*. New York: The Free Press, 1993.

Map quiz in class (10%);

Facing West (200-1000 C.E.)

9/11-9/15

Lecture#1: The Han Dynasty: Problems and Restorations

Readings

"The Debate on Salt and Iron," 60-63, "Women's virtues and vices," 69-71, *Chinese Civilization: A Sourcebook*. New York: The Free Press, 1993.

Quiz#1 in class (6%)

4. Buddhism and China's Golden Age

Lecture#2: China's Religious Landscape (200-600)

Readings

Ebrey, "Chapter 4. Political Division in China and the Spread of Buddhism (200-580)."

"Buddhist doctrines and practices," 97-104, *Chinese Civilization: A Sourcebook*. New York: The Free Press, 1993.

[*introducing big-question post#1;](#)

9/18-9/21

Lecture#1: China's Golden age: Sui and Tang (589-755)

Readings

Ebrey, "Chapter 5. The Cosmopolitan Empires of Sui and Tang China (581-960)."

"The Tang Legal Code," 116-119; "The Examination System," 128-131, *Chinese Civilization, A Sourcebook*. New York: The Free Press, 1993

Quiz #2 in class (6%);

Facing North (1000-1800)

4. Achievements and Disasters: The Song and the Yuan Dynasties, 960-1368

Film: "The Story of China with Michael Wood-The Song Dynasty"

9/25-9/29

Lecture#1: The Song Dynasty: A Model of Civility

Readings

Ebrey, "Chapter 8. China Among Equals: Song, Liao, Xia, and Jin."

"Wan Anshi, Sima Guang, and Emperor Shenzong," 151-154, "Women and Problems They Create;" 164-168; "The Attractions of The Capital," 178, *Chinese Civilization: A Sourcebook*. New York: The Free Press, 1993.

Lecture#2: Non-Chinese Rule in North China (907-1215); The Mongols (CA. 1200-1368)

Readings

Ebrey, "Chapter 12. China Under Mongol Rule (1215-1368)."

"The Mongol Empire and the Court of the Great Khan." *Marco Polo: The Description of the World*. London: Hackett Publishing Company, 2016.

*mid-point assessment;

10/2-10/6

Lecture: Continuing the War Against the Mongols: The Ming Dynasty (1368-1644); Social Changes under the Ming

Readings

Ebrey, "Chapter 14. The Ming Empire in China 1368-1644)."

"Was the European Renaissance Unique?" "What Changed in Global Interactions between 1450s and 1750s?" *The Thinking Past: Questions and Problems in World History to 1750s*. Oxford: Oxford University Press, 2014.

BQP#1-main post due on Friday, October 6, by the end of the day (10%);

BQP#1-individual responses due on Sunday, October 8, by 5pm (5%);

III. Korea to 1800

10/9-10/13

Lecture#1: Early Korea

Readings

Ebrey, "Chapter 6. Early Korea to 935."

"The Foundation Myth," "Korea in the Chinese Dynastic Histories," *Sources of East Asian Tradition*, vol. 1: Premodern Asia, edited by Wm. Theodore de Bary. New York: Columbia University Press, 2008.

Lecture#2: Koryo Korea

Readings

Ebrey, "Chapter 10. Koryo Korea (935-1392)."

"37. Social Life" *Sources of East Asian Tradition*, vol. 1: Premodern Asia, edited by Wm. Theodore de Bary. New York: Columbia University Press, 2008.

10/16-10/20

Lecture#1: Choson under the Yi Dynasty;

Readings

Ebrey, "Chapter 18. Chosôn Korea (1392-1800)."

"36. Culture," *Sources of East Asian Tradition*, vol. 1: Premodern Asia, edited by Wm. Theodore de Bary. New York: Columbia University Press, 2008.

Quiz#3 in class (6%);

*introducing BQP#2

IV. Japan to 1600

10. Ancient and Classical Japan

10/23-10/27

Lecture#1: Ancient and Classical Japan I

Readings

Ebrey, "Chapter 7. Early State and Society in Japan (to 794)."

"Japan in the Chinese Dynastic Histories," "The Earliest Japanese Chronicles," 627-630, "Legends Concerning Shinto Deities," *Sources of East Asian Tradition*, vol. 1: Premodern Asia, edited by Wm. Theodore de Bary. New York: Columbia University Press, 2008.

Short clip: "Shinto"

Lecture#2: Ancient and Classical Japan II

Readings

Ebrey, "Chapter 9. Heian Japan (794-ca. 1180)."

Murasaki Shikibu, *The Tale of Genji* (comic version by Waki Yamato, translated by Stuart Atkin and Yoko Toyozaki. Tokyo: Kodansha, 2001)

Ian Buruma, "What makes The Tale of Genji so seductive," *The New Yorker*, July 20, 2015.

[*prepare for BQP#2](#)

10/30-11/3

11. Medieval Japan

Lecture#1. Medieval Japan

Readings

Ebrey, "Chapter 11. Kamukura Japan (1180-1333)," "Chapter 13. Japan's Middle Ages (1330-1600)."

"The Way of Tea," *Sources of Japanese Tradition*, vol. 1: Premodern Asia, edited by Wm. Theodore de Bary. New York: Columbia University Press, 2008, 815-824.

Short clip: "Zen," "Tea Ceremony."

Quiz #4 in class (6%);

Lecture#2: Early Modern Japan

Readings

Ebrey, "Chapter 17. Edo Japan (1603-1800)."

"Law and Precepts for the Warrior Houses," *Sources of East Asian Tradition*, vol. 1: Premodern Asia, edited by Wm. Theodore de Bary. New York: Columbia University Press, 2008, 829-845.

*prepare for BQP#2.

11/6-11/10

Film screening: "Jiro's Dream of Sushi" (84 mins)

BQP#2-main post due November 10, Friday, by the end of the day (10%);

BQP#2-individual responses due November 12, Sunday, by 5pm (5%);

14. The West Arrived in Asia

11/13-11/17

Lecture#1: The West in Asia

Reading

Ebrey, "Connections: The Prehistory of East Asia," "Connections: Cultural Contact Across Eurasia," "Connections: The Mongols," "Connections, European Enters the Scene."

*Introducing in-class role-play game;

Lecture#2: The Case of Matteo-Ricci

Readings

“Chinese Response to Early Christian Contacts,” *Sources of Chinese Tradition*, vo. II: From 1600 Through the Twentieth Century, ed. Wm. Theodore De Bary. New York: Columbia University Press, 2000.

R. Po-chia Hsia, *Matteo Ricci and the Catholic Mission to China, 1583-1610: A Short History with Documents*. London: Hackett Publishing Company, 2016 (selection).

*prepare for the role-play game;

11/20-11/24 Happy Fall Break and Happy Thanksgiving, no class meetings

15. Review, Reflection, and Showcase

11/27-12/1

Media potluck: Your favorite EA book(s) and movie(s)?

*Introducing final BQP;

Quiz#5 in class (6%);

In-class role-play game (10% final grade)

12/4-12/8

Lecture: Rethinking the East Asia Tradition

Readings

“How can we explain the similarities and differences between religions?” *The Thinking Past: Questions and Problems in World History to 1750s*. Oxford: Oxford University Press, 2014.

“Huang Zongxi’s Critique of the Chinese Dynastic System,” *Sources of Chinese Tradition*, 4-6. *Sources of Chinese Tradition*, vo. II: From 1600 Through the Twentieth Century, ed. Wm. Theodore De Bary. New York: Columbia University Press, 2000.

*course evaluation. Thank you for your feedback.

Final BQP-main post due December 15, Wednesday, by the end of the day (15%);

Final project-individual responses due December 17, Sunday, by 5pm (5%);