

HIST 2341 East Asian Civilizations

Fall 2024 | T/Th 10:00-11:15, FO 1.202

Instructor: Dr. En Li

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Office Hours: by appointment

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Office Hours and location:

Course Pre-requisites, Co-requisites, and/or Other Restrictions:

Prerequisite: Completion of a 060 core course. *Knowledge of Chinese language is not required.*

There are no pre-requisites or other restrictions for this course.

Knowledge of an East Asian language is not required.

Course Description:

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.

Student Learning Objectives/Outcomes:

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.

Textbooks and Materials:

Required Textbook:

Ebrey, Walthall, and Palais. *Pre-Modern East Asia: A Cultural, Social, and Political History*. Any edition (you can find a used copy for affordable price on Amazon; PDF copy posted on eLearning)

ADDITIONAL READINGS via eLearning

Assignments:**Map and Periodization quiz** [10% final grade]

A short 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% final grade]

Five quizzes (6% each) are due on **selected Tuesdays**. Quizzes will ask students to identify and explain the historical significance of terms that appear on the outlines for lectures. Quizzes are **cumulative**, that is, any terms that have been introduced up to the time of the quizzes are eligible to be covered on the short assignments. Detailed instructions will be posted and explained in class meeting.

Please complete all the quizzes **individually**. Completing the quizzes is an 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 quizzes—if you take notes during the lectures, keep up with the assigned readings and class discussions, the questions should not be unexpected.

Big-question posts and responses [50% final grade]

Students will form various discussion groups throughout the semester to complete **three discussion posts and peer reviews**. You can choose work individually, or within a group of **3-6 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 different groups 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 presentation [10% final grade]

Detailed instructions will be posted and explained.

Detailed guidelines for all assignments will be distributed in class and via eLearning.

Tentative Schedule

I will make every reasonable effort to follow this reading and discussion schedule. Any modifications to this outline will be announced via eLearning. It is your responsibility to be aware of the schedule and prepare the assigned materials.

Key: Ebrey = Ebrey and Walthall, *Pre-Modern East Asia: A Cultural, Social, and Political History*.

+ = Item available via eLearning

* = Class activities

* = Due Date for Assignment

WK	Date	Modern East Asia
1	8/20	I. East Asia: Definition and Common Ground 1. Introduction: Definition, Approach, and Course Requirement *Icebreaking fun; *Syllabus Q&A;
	8/22	Self-guided documentary, “Pacific Century: Big Business and the Ghost of Confucius” (50 mins)
2	8/27	II. China to 1800/Inventing China (ca. 1250 B.C.E—200 C.E.) 2. Early China Lecture#1: The Beginning of the Written Records (ca. 1250-771 B.C.E.) +“Late Shang Divination Records” + 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?
	8/29	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.) +Ebrey, “Chapter 2. Philosophers and Warring States During the East Zhou Period (770-256 B.C.E).” +“Confucian Teachings” *Preparing for map quiz *Class photo shoot to help promote the Asian Studies Minor
3	9/3	Lecture#1: The Qin Dynasty: The Legalist state +Ebrey, “Chapter 3. The Founding of the Bureaucratic Empire: Qin-Han China (256 B.C.E.—200 C.E.)” +“Two Avengers” +“Penal Servitude in Qin Law” *Map quiz in class (10%)
	9/5	Lecture#2: The Han Dynasty: Problems and Restorations +“The Debate on Salt and Iron”

		+“Women’s virtues and vices”
4	9/10	<p>Facing West (200-1000 C.E.)</p> <p>4. Buddhism and China’s Golden Age</p> <p>Lecture#1: China’s Religious Landscape (200-600)</p> <p>+Ebrey, “Chapter 4. Political Division in China and the Spread of Buddhism (200-580).”</p> <p>+“Buddhist doctrines and practices”</p> <p><i>*Introducing Big-question post#1</i></p> <p><i>* Quiz#1 in class (6%)</i></p>
	9/12	<p>Lecture#2: China’s Golden age: Sui and Tang (589-755)</p> <p>+Ebrey, “Chapter 5. The Cosmopolitan Empires of Sui and Tang China (581-960).”</p> <p>+“The Tang Legal Code”</p> <p>+“The Examination System”</p>
5	9/17	<p>Facing North (1000-1800)</p> <p>3. Achievements and Disasters: The Song and the Yuan Dynasties, 960-1368</p> <p><i>In-class documentary: “The Story of China with Michael Wood-The Song Dynasty”</i></p> <p><i>* Quiz#2 in class (6%)</i></p>
	9/19	<p>Lecture: The Song Dynasty: A Model of Civility</p> <p>+Ebrey, “Chapter 8. China Among Equals: Song, Liao, Xia, and Jin.”</p> <p>+“Wan Anshi, Sima Guang, and Emperor Shenzong”</p> <p>+“Women and Problems They Create”</p> <p>+“The Attractions of The Capital”</p>
6	9/24	<p>Lecture#1: Non-Chinese Rule in North China (907-1215); The Mongols (CA. 1200-1368)</p> <p>+Ebrey, “Chapter 12. China Under Mongol Rule (1215-1368)”</p> <p>+“The Mongol Empire and the Court of the Great Khan”</p> <p><i>*Group projects sign up</i></p> <p><i>*How to get 5% on peer reviews</i></p>
	9/26	<p>Lecture#2: Continuing the War Against the Mongols: The Ming Dynasty (1368-1644); Social Changes under the Ming</p> <p>+Ebrey, “Chapter 14. The Ming Empire in China 1368-1644).”</p> <p>+“Was the European Renaissance Unique?”</p> <p>+“What Changed in Global Interactions between 1450s and 1750s?”</p> <p><i>*Post AI-generated essay</i></p>
7	10/1	<i>*BQP#2 writing workshop in class</i>
	10/3	TBD

		*Big-question post#1 main post due 10/4, Friday, by the end of the day (10%), individual response*2 due 10/6 Sunday, by the end of the day (5%)
8	10/8	III. Korea to 1800 Lecture#1: Early Korea +Ebrey, “Chapter 6. Early Korea to 935.” +“The Foundation Myth,” “Korea in the Chinese Dynastic Histories”
	10/10	Lecture#2: Koryo Korea +Ebrey, “Chapter 10. Koryo Korea (935-1392)” +“37. Social Life” *Introducing BQP#2
9	10/15	Field work/self-study--instructor at conference
	10/17	-Explore connections between Dallas and East Asia (East Asian people in Dallas, Dallas people in East Asia; East Asian culture/business in Dallas; Dallas/Texas business/culture in East Asia); -Report on one finding; make one connection to what you have learned in class; -Explore a suited format to display your discovery.
10	10/22	Lecture#1: Choson under the Yi Dynasty; +Ebrey, “Chapter 18. Chosôn Korea (1392-1800).” +“36. Culture” *Quiz#3 in class (5%)
	10/24	IV. Japan to 1600 10. Ancient and Classical Japan Lecture#2: Ancient and Classical Japan I +Ebrey, “Chapter 7. Early State and Society in Japan (to 794).” + “Japan in the Chinese Dynastic Histories,” “The Earliest Japanese Chronicles” +“Legends Concerning Shinto Deities,” Short clip: “Shinto”
11	10/29	Lecture#1: Ancient and Classical Japan II +Ebrey, “Chapter 9. Heian Japan (794-ca. 1180).” +Murasaki Shikibu, <i>The Tale of Genji</i> (comic version by Waki Yamato, translated by Stuart Atkin and Yoko Toyozaki +Ian Buruma, “What makes The Tale of Genji so seductive?” *Quiz #4 in class (5%)
	10/31	11. Medieval Japan Lecture#2: Medieval Japan +Ebrey, “Chapter 11. Kamukura Japan (1180-1333),” “Chapter 13. Japan’s Middle Ages (1330-1600)” +“The Way of Tea” Short clip: “Zen,” “Tea Ceremony”
12	11/5	Lecture: Early Modern Japan Ebrey, “Chapter 17. Edo Japan (1603-1800)”

		+“Law and Precepts for the Warrior Houses”
	11/7	Documentary: “Jiro’s Dream of Sushi” (84 mins)
13	11/12	*Film discussion *BQP#2 writing workshop
	11/14	TBD *Big-question post#2 main post due 11/15 Friday, by the end of the day (10%), individual response*2 due 11/17, Sunday, by the end of the day (5%)
14	11/19	14. The West Arrived in Asia Lecture#1: The West in Asia +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 *Quiz#5 in class (5%)
	11/21	Lecture#2: The Case of Matteo-Ricci +“Chinese Response to Early Christian Contacts” +R. Po-chia Hsia, <i>Matteo Ricci and the Catholic Mission to China, 1583-1610: A Short History with Documents</i> (selection). *Prepare for the role-play game *Vote for class project(s) to be presented
15	11/26	Happy Fall Break
	11/28	
16	12/3	*Selected class project presentation(s) on BQP#2 *In-class role-play game (10%)
	12/5	Lecture: Rethinking the East Asia Tradition +“How can we explain the similarities and differences between religions?” +“Huang Zongxi’s Critique of the Chinese Dynastic System” *Course evaluation. Thank you for your feedback. *Final BQP/BQP#3 main post due 12/13, Friday, by the end of the day (15%); individual response*2 due 12/15, Sunday, by the end of the day (5%)

Course & Instructor Policies:**Grading Policy:**

Percentages for the course assignments have been noted above. The following gradescale will be used: 0–59 [F]; 60–62 [D-]; 63–66 [D]; 67–69 [D+]; 70–72 [C-]; 73–76 [C]; 77–79 [C+]; 80–82 [B-]; 83–86 [B]; 87–89 [B+]; 90–92 [A-]; 93–100 [A]. In narrative form, [F]=failing; [D]=below average; [C]=average; [B]=above average; [A]=exceptional.

The professor reserves the right to curve, round, or otherwise adjust grades at his sole discretion.

Attendance, Participation, and Discussion:

Attendance is mandatory! Please consult the university calendar before scheduling vacations, weddings, or other extra-curricular events that may keep you from your responsibilities in this class. You are responsible for the material and any assignments regardless of whether you were in a given class meeting or not. Any extended absence (two or more consecutive sessions) should be reported to me via email as soon as possible. Every student is expected to actively participate in the discussion of the assigned readings. While there may be no set percentage of the course grade dedicated to this requirement category, students who do not regularly attend and actively participate in class will not fare well in the course.

Late work:

Assignments are due on the assigned date. Late work will not be accepted. For all work not completed by the due date, the student will receive a grade of 0 (zero) for the assignment. Exceptional circumstances may be taken into account. If you feel your circumstances merit special consideration, please notify me via email or in person as soon as possible.

Personal Electronics:

Any non-class related use of personal electronics in the classroom will result in the immediate confiscation of the device. Confiscated devices will be returned at the end of the class period. Repeat offenses will result in a failing grade in the course.

Class Recordings:

Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Class Materials and Intellectual Property:

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be

downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Course and Instructor Amendments to the University Policies:

Email Use:

Email is the preferred method of communication for this course. I generally reply to messages that require a response (and not all messages require or merit a response from the professor!) within two business days.

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

Your Responsibility:

Students are responsible for all information contained in this syllabus and schedule, as well as any amendments or changes announced by the professor or Teaching Assistant(s) in class. Changes to the course schedule or syllabus will also be announced in class and/or by email. It is your responsibility to regularly check your UTD email account.

Failure to abide by the policies contained in the syllabus and any amendments or changes announced by the professor may result in a failing grade in the course.

These descriptions and timelines are subject to change at the discretion of the Professor.

[revised August 2024]