

## **CONFUCIAN CIVILIZATION AND ITS CHALLENGERS**

History 100-03, Fall 2011

MWF, 1:15-2:05PM, ARH 315

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Mears Cottage 318

Fall office hours, MW, 2:15-3:15PM or by appointment

This course provides an introduction to issues of historical causation, argumentation, and evidence by looking at the emergence of Confucian states and civilization in East Asia. Like all sections of History 100, we will begin with an introductory unit on truth-finding and historical methodology before delving into our particular theme in depth. The class will provide students an overview of how historians interpret evidence and analyze the past, as well as an introduction to a key theme in the history of pre-modern East Asia. The twin goals are thus to examine how people in the past “made history” through their writings and actions, and the process through which that history is “re-made” through contemporary efforts to produce a convincing narrative which explains those past events.

The course does not presume that you have any background or familiarity with East Asia or East Asian history. But the design does require a commitment to engagement with a considerable amount of reading and writing in order to gain knowledge of the topic, and experience with the history-making process. We will confine our interest in this voluminous and detail-rich historical field to answering one set of questions: What was East Asia, and was East Asia Confucian? These questions, in turn, will allow us to engage with many different authors and arguments whose common “thread” is their reflection on the important theme of civilization and cultural identity in the pre-modern, and early modern, world.

Our challenge in this course will be to develop and refine new historical perspectives which take into account the rich evidence which exists concerning how understandings of Confucianism, and the relationships between East Asian states, changed over time. It should be stated at the outset that you will not be required to memorize lengthy lists of names and dates, but all of us will strive toward developing greater clarity concerning the watershed moments and key individuals which stand out from this complex historical backdrop. Along the way, we will be relying on a combination of “primary” sources and “secondary” sources. Primary sources are texts produced during the period under investigation; they constitute pieces of the historical record. Secondary sources are historians’ analyses of the past, their interpretation of primary sources. Attached you will find a guide to the sorts of questions you should habitually bring to your reading of each type of source.

Finally, while the content goal of this course concerns East Asian history and the place of

Confucianism within this history, there is also an important set of process goals which are intended to build your general skills in the following areas:

- Writing and revision -- that is, writing as a process.
- Effective reading which allows you to engage constructively and critically with existing interpretations in a scholarly field.
- Library-aided research.
- Approaching knowledge from both positivist (“what do we know through observation?”) and critical (“how might we be wrong?”) perspectives.
- Understanding and testing of big themes, often derived from social science and historiographical literature (e.g. state-society relations, technological change, etc.), within a specific global and/or historical context.

Questions to Ask of Course Readings:

I. For primary sources (texts produced during the period under investigation, i.e. pieces of the historical record):

- 1) What was the writer's intent in creating that text?
- 2) Who or what is the subject of the piece? Whom does the author claim to represent or speak for?
- 3) Who was the intended audience? How does the author attempt to connect with that audience?
- 4) What kind of story is the author trying to tell, and how does he/she structure that narrative? What argument does the author seek to advance? Which passage best exemplifies the underlying point of the piece?
- 5) What rationale or evidence does the author employ to make his/her case? Which elements of the story are factual, and which are subject to interpretation?
- 6) What was the larger historical context in which the author was working?
- 7) What kind of background or bias shaped the author's message?

*(Note: if any of above questions cannot be answered by the text itself, or if any textual references are unclear, do a little digging!)*

II. For secondary sources (historians' analyses of the past):

- 1) What question is the writer posing?
- 2) How does the author answer that question? Which sentence(s) best state the writer's overall argument?
- 3) What other interpretation(s) does the author appear to be arguing against?
- 4) How does the author develop the argument throughout the piece? What are the sub-arguments that bolster the main argument? What kind of story is the author trying to tell?
- 5) How does the author use evidence to prove the argument? (Note: you need to read footnotes in order to answer that question!)

You may be called upon to provide answers to any/all questions that apply on a given day, and to support your answers with specific points in the text.

## Addressing Larger Questions:

Preparing for discussion involves extrapolating larger implications from the readings and grappling with their significance. To that end, you should bring these questions to each day's readings:

- how do the texts for the day relate to one another and to the larger themes and other readings in the course?
- do these readings reinforce or complicate a particular angle of interpretation?
- What overlaps or discrepancies emerge when you hold up these texts next to each other?
- What kind of story do they tell about continuity and change over time?

### ***Course Texts:***

These required texts are available at the college bookstore, or on reserve at Burling Library. Many other readings will be available online via JSTOR or PWeb.

- John H. Arnold, *History, A Very Short Introduction* (2000)
- Richard C. Foltz, *Religions of the Silk Road: Overland Trade and Cultural Exchange from Antiquity to the Fifteenth Century* (1999)
- Charles Holcombe, *The Genesis of East Asia, 221 B.C.-A.D. 907* (2001)
- Wm. Theodore de Bary, ed., *Sources of East Asian Tradition, Volume I* (2008)

### ***Course Requirements:***

**Film and text analysis** (50 points), including first draft (20 points) and revision (20 points).

**Map quiz** (30 points). This quiz will reinforce basic knowledge of the physical and political geography of East Asia and its surrounding regions.

**Document analysis 1** (60 points). A 2-page analysis of documents from the early Confucian canon.

**Document analysis 2** (60 points). A 2-page analysis of early Japanese or Korean historical writing.

**Analysis of debates concerning the emergence of East Asia** (100 points). 4-page paper.

**Annotated bibliography with introduction** (200 points). At the end of the semester, you will hand in a research guide on a topic that interests you from East Asian or world history, consisting of a 2-to-3 page overview of your topic and a 6-to-7 page list of sources pertaining to that topic (presented in proper bibliographic formatting.) You will also need to submit a brief proposal and a draft of your bibliography; you will also have a few short exercises to complete in the weeks ahead of the due date (for instance, I may ask you to email me several sources you've found). Multiple drafts.

**Short writing assignments** (100 points). Five 1- to 2-page writing assignments. 20 points each.

**Oral presentation** (60 points). At the end of the semester, you will give a 10-minute oral presentation based on your annotated bibliography. *As in all the work you do for this class, you will be evaluated on the clarity of your argument, the logical organization of your points, the precision of your language, the effectiveness and accuracy of your use of evidence, and the "correctness" of your grammar and punctuation.*

**Class participation** (140 points). The final requirement for this course is active and informed

participation in classroom discussions. In general, I'll be looking for evidence that you've done the reading, that you're thinking about the themes and issues covered by the class, and that you're making a good-faith effort to improve the classroom experience for everyone enrolled in the course. Remember that there are many ways to make useful contributions: the simplest way is to answer one of my questions or to bring up a detail from the readings, but participation also involves responding to your classmates, making connections between the day's readings and earlier discussions, synthesizing comments made by classmates, and asking questions of the class, the professor, or both. (Using specific passages in the text to support your ideas is always a good idea as well.) Over the course of the semester, I'll encourage everyone to participate in different ways, both to recall details, anecdotes, and ideas from the readings and to analyze our course materials in light of the themes of the course and the results of our discussions.

I do not have an ironclad rule about how often each student needs to speak in class: you should generally average at least one comment or question per class period, but I understand that some of you will always be more reserved than others and that everyone has days when they're less likely to participate. My main advice, then, is that you come speak to me if you're concerned about your level of participation or want advice on how to get more involved in class, and that you remember that the thoughtfulness of your classroom comments is more important than the frequency with which you speak. I will also provide written feedback on your participation each time I hand back a paper.

A final note: Remember that class participation depends on attendance. I'll be keeping track of attendance throughout the semester; if you miss class once or twice, that won't affect your performance in the class, but if you have more than two unexcused absences, your participation grade will go down. If you have more than six unexcused absences, you will receive a participation grade of F or zero, which could have a significant effect on your total grade.

### **Evaluation Policy**

Film and text analysis

Draft = 30 points

Revision = 20 points

Map quiz = 30 points

Document analysis 1 = 60 points

Document analysis 2 = 60 points Annotated bibliography

Proposal = 20 points

Exercises = 30 points

Final paper = 150 points Historiographical essay = 100 points

Oral presentation = 60 points

Short writing assignments = 100 points

Class participation = 140 points (@10 points per week after Week 1)

----- TOTAL POINTS POSSIBLE: = 700 points

In general, those who earn 90% or more of these points will receive an A or A-; those who earn between 80% and 89% will receive some sort of B grade; and those who earn between 70% and 79% will receive a C grade ... and so on down the line. If you have any concerns about your grade, please contact me. Likewise, I will do my utmost to help you to improve your performance in the class, particularly if you are encountering challenges in meeting the requirements.

### ***Important Notes:***

Grinnell College makes reasonable accommodations for students with documented disabilities. Students need to provide documentation identifying any special needs to the Dean for Student Academic Support and Advising, Joyce Stern, whose office is located on the third floor of the Rosenfield Center. Students should then notify me within the first few days of class. Students should also be aware of Grinnell's policy on academic honesty. Plagiarism, it goes without saying, will not be tolerated in this course

### ***Course Texts:***

These required texts are available at the college bookstore, or on reserve at Burling Library. Many other readings will be available online via JSTOR or PWeb.

- John H. Arnold, *History, A Very Short Introduction* (2000)
- Richard C. Foltz, *Religions of the Silk Road: Overland Trade and Cultural Exchange from Antiquity to the Fifteenth Century* (1999)
- Charles Holcombe, *The Genesis of East Asia, 221 B.C.-A.D. 907* (2001)
- Wm. Theodore de Bary, ed., *Sources of East Asian Tradition, Volume I* (2008)

### ***Schedule of Meetings and Assignments:***

## **UNIT ONE: HISTORY AND HISTORIANS**

### **Week 1: What Is History?**

Fri, Aug 24: Course Introduction; Objectivity and Truth

- Max Weber, "'Objectivity' in Social Science," in Wolf Heydebrand, *Max Weber: Sociological Writings* (Continuum, 1994), pp. 248-259.
- John Arnold, *History, A Very Short Introduction*, Ch. 1, "Questions about Murder and History," and Ch. 7, "The Telling of Truth," pp. 1-14, 110-124.

### **Week 2: History in Practice**

Mon, Aug 29: The Past as Foreign Country

- Arnold, *History*, Ch. 5, "Journey of a Thousand Miles," and Ch. 6, "The Killing of Cats;

Or, Is the Past a Foreign Country?," pp. 80-109.



- Robert Darnton, “Workers Revolt: The Great Cat Massacre of the Rue St. Severin” [PWeb].

Wed, Aug 31: The Archive

- Arnold, *History*, Ch. 4, “Voices and Silences,” pp. 58-80.
- Laurel Thatcher Ulrich, *A Midwife’s Tale*, excerpts [PWeb].

*Short writing assignment 1 due - thesis statement, Darnton*

**\*\*REQUIRED FILM SCREENING: THURSDAY, 7:00 PM, ARH 102**

Fri, Sep 2: A Brief and Selective History of the Historical Profession; Sources

- Arnold, *History*, Ch. 2, “From the Tails of Dolphins to the Tower of Politics,” and Ch. 3, “‘How It Really Was’: Truth, Archives, and the Love of Old Things,” pp. 15-57.
- Mary Lynn Rampolla, *A Pocket Guide to Writing History*, second edition (Bedford/St. Martin’s, 1998), “Introduction: How Historians Work,” pp. 1-21.

*\*\*Library/archive visit*

## **UNIT TWO: EAST ASIA DEFINED**

*Week 3: What Is East Asia?*

Mon, Sep 5: Definitions

- Charles Holcombe, *The Genesis of East Asia, 221-B.C.-A.D. 907*, Ch. 1, “Introduction,” pp. 1-7.
- Charles Holcombe, *A History of East Asia: From the Origins of Civilization to the Twenty-First Century* (Cambridge University Press, 2011), “Introduction: What Is East Asia?,” pp. 1-10.
- Patricia Ebrey, Anne Walthall, and James Palais, *East Asia: A Cultural, Social, and Political History*, second edition (Wadsworth/CENGAGE Learning, 2009), “Connections: The Prehistory of East Asia,” pp. 2-7.

*A Midwife’s Tale review essay due*

Wed, Sep 7: Culture

- R. Keith Schoppa, *East Asia: Identities and Change in the Modern World, 1700-Present* (Pearson Education, 2008), Ch. 1, “Basic Identities,” pp. 1-23.
- Martin W. Lewis and Karen E. Wigen, *The Myth of Continents: A Critique of Metageography* (University of California Press, 1997), Ch. 3, “The Cultural Constructs of Orient and Occident, East and West,” pp. 73-103.

Fri, Sep 9: Geography

- Colin McEvady, *The Penguin Historical Atlas of the Pacific* (Penguin Reference, 1998), pp. 1-11.

- Kenneth Scott Latourette, *A Short History of the Far East*, third edition (The Macmillan Company, 1957), Ch. 1, “The Geographic Setting,” pp. 3-34.
- Lewis and Wigen, *The Myth of Continents*, Ch. 2, “The Spatial Constructs of Orient and Occident, East and West,” pp. 47-72.

Week 4: Human Origins in East Asia

Mon, Sep 12: The Genetic and Linguistic Record

- Joh Haywood, *The Great Migrations: From the Earliest Humans to the Age of Globalization* (Quercus, 2008), pp. 8-21, 29.
- Steve Olson, *Mapping Human History: Genes, Race, and Our Common Origins*, Mariner Books, 2003 [2002]), Ch. 7, “The Great Migration: To Asia and Beyond,” and Ch. 8, “Sprung from a Common Source: Genes and Languages” [excerpts], pp. 123-145, 146-148.

Map quiz

Wed. Sep 14: Agrarian Civilization

- Carlo M. Cipolla, *The Economic History of World Population*, fifth edition (Penguin, 1970 [1962]), Ch. 1, “The Two Revolutions” [excerpt], pp. 17-26.
- Patrick Manning, *Migration in World History* (Routledge, 2005), Ch. 4, “Agriculture, 15,000 BP to 5000 BP,” pp. 59-76.
- David Christian, *Maps of Time: An Introduction to Big History* (University of California Press, 2004), Ch. 10, “Long Trends in the Era of Agrarian ‘Civilizations’” [excerpt], pp. 283-305.

LECTURE - hydraulic empires

Fri, Sep 16: Archaic Kingdoms and Principalities

- Paul S. Ropp, *China in World History* (Oxford, 2010), Ch. 1, “The Formative Age: Beginnings to the Third Century BCE,” pp. 1-19.
- Wm. Theodore de Bary, ed., *Sources of East Asian Civilization, Volume I*, Ch. 1, “The Oracle Bone Inscriptions of the Late Shang Dynasty,” and Ch. 2, “Classical Sources of Chinese Tradition,” pp. 13-28.
- Patricia Buckley Ebrey, *The Cambridge Illustrated History of China* (Cambridge University Press, 2004 [1996]), “The Shang Dynasty” (chapter section), pp. 22-30.

**UNIT THREE: FROM CONFUCIUS TO CONFUCIANISM**

Week 5: Confucius and Confucianism

Mon, Sep 19: Kong Qiu - His Life, Times, and Thought

- de Bary, *Sources of East Asian Civilization*, Ch. 3, “Confucius and the Analects,” pp. 29-40.

- Michael Sullivan, *The Arts of China*, third edition (University of California Press, 1984), Ch. 3, “The Chou [Zhou] Dynasty,” and Ch. 4, “The Period of the Warring States,” pp. 31-53.

*Revisions due*

Wed, Sep 21: A Hundred Schools Contending

- TEAM 1: Mozi (de Bary, Ch. 4, pp. 41-48)
- TEAM 2: Laozi (de Bary, Ch. 5, pp. 49-60)
- TEAM 3: Zhuangzi (de Bary, Ch. 5, pp. 60-68)
- TEAM 4: Mencius (de Bary, Ch. 6, pp. 69-92)
- TEAM 5: Xunzi (de Bary, Ch. 6, pp. 92-105)
- TEAM 6: Legalists (de Bary, Ch. 7, pp. 106-119)
- TEAM 7: Militarists (de Bary, Ch. 7, pp. 119-125)
- \*\*All: The *Zuo zhuan* (de Bary, Ch. 6, pp. 104-105)

*\*\*Debate*

Fri, Sep 23: Japan and Korea

- Misiko Hane, *Premodern Japan: A Historical Survey* (Westview, 1991), Ch. 1, “The Early Years” (sections), pp. 9-15.
- Carter J. Eckert, Ki-baik Lee, Young Ick Lew, Michael Robinson, and Edward W. Wagner, *Korea, Old and New: A History* (The Korea Institute, Harvard University 1990), Ch. 2, “Walled-Town States and Confederated Kingdoms,” pp. 9-23.
- de Bary, *Sources of East Asian Civilization*, Ch. 25, “Origins of Korean Culture,” and Ch. 41, “The Earliest Records of Japan,” pp. 485-490, 621-629.

Week 6: Han Confucianism and Conquest

Mon, Sep 26: Qin and Han; Confucianism Reconfigured

- Ebrey, *The Cambridge Illustrated History of China*, Ch. 3, “The Creation of the Bureaucratic Empire: The Qin and Han Dynasties 256 BC - AD 220,” pp. 60-85.
- de Bary, Ch. 10, “The Imperial Order and Han Synthesis,” pp. 131-132, 143-145, 149-151, 152-153, 156-157, 157-162, 167-169.

*Document analysis #1 due*

*LECTURE - the origins of Qin and Han*

Wed, Sep 28: Confucianism as Institution

- Holcombe, *The Genesis of East Asia*, Ch. 2, “*E Pluribus Sericum*,” pp. 8-29.
- Michael Leowe, *The Government of the Qin and Han Empires* (Hackett, 2006), Ch. 5, “The Officials,” pp. 71-85.
- de Bary, Ch. 10, “The Imperial Order and Han Synthesis,” pp. 169-188.

Fri, Sep 30: Confucianism as Civilization and Empire

- Jacques Gernet, *A History of Chinese Civilization*, second edition (Cambridge University Press, 1996 [1972]), Ch. 8, “Civilization of the Han Age,” pp. 158-169.
- Holcombe, *The Genesis of East Asia*, Ch. 6-8, “Before Vietnam,” “The Birth of Korea,” and “Japan: Insular East Asia” (sections), pp. 145-155, 165-173, 183-187.

## UNIT FOUR: PATTERNS OF CROSS-CULTURAL CONTACT

\*\*MEETINGS

### Week 7: China's Northern Frontier

Mon, Oct 3: East Asian Kingdoms

- Eckert et al., *Korea, Old and New*, Ch. 3, “Aristocratic Societies Under Monarchical Rule,” pp. 24-42.
- Hane, *Premodern Japan*, Ch. 1, “The Early Years” (sections), pp.16-23.
- de Bary, *Sources of East Asian Tradition*, Ch. 26, “The Rise of the Three Kingdoms,” and Ch. 42, “Early Shinto,” pp. 491-496, 630-639.

*Short writing assignment 2 due - analyze one document using Holcombe*

Wed, Oct 5: The Northern Complex

- Nicola Di Cosmo, *Ancient China and Its Enemies: The Rise of Nomadic Power in East Asian History*, Ch. 1, “The Steppe Highway: The Rise of Pastoral Nomadism as a Eurasian Phenomenon” (sections), pp. 21-42.
- Barry Buzan and Richard Little, *International Systems in World History: Remaking the Study of International Relations* (Oxford University Press, 2000), “Nomadic Tribes and Their Empires” (chapter section), pp. 183-188.
- Xinru Liu and Lynda Norene Shaffer, *Connections Across Eurasia: Transportation, Communication, and Cultural Exchange on the Silk Roads* (McGraw-Hill, 2007), Ch. 1, “The Origins of the Silk Roads: Silks and Horses on the Chinese Frontier,” pp. 21-39.
- McEvedy, *The Penguin Historical Atlas of the Pacific*, pp. 12-15.

*LECTURE - nomadic and sedentary civilizations*

Fri, Oct 7: “Confucians” and “Barbarians”

- Mark Edward Lewis, *The Early Chinese Empires: Qin and Han* (Belknap/Harvard University Press, 2010), Ch. 6, “The Outer World,” pp. 128-154.
- Jerry H. Bently, *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times* (Oxford University Press, 1993), “Confucians and Xiongnu” (section), pp. 35-42.
- Arthur Waley, *Translations from the Chinese* (Alfred A. Knopf, Inc., 1941 [1919]), “Lament of Hsi-chun,” p. 18.

### Week 8: The Silk Road; Buddhism

Mon, Oct 10: Origins of the Silk Road

- Richard C. Foltz, *Religions of the Silk Road: Overland Trade and Cultural Exchange from Antiquity to the Fifteenth Century* (St. Martin's Griffin, 1999), Ch. 1, "The Silk Road and Its Travelers," and Ch. 2, "Religion and Trade in Ancient Eurasia," pp. 1-36.
- Patrick Manning, *Migration in World History* (Routledge, 2005), Ch. 5, "Commerce, 3000 BCE to 500 CE," pp. 76-91.
- McEvedy, *The Penguin Historical Atlas of the Pacific*, pp. 16-19.

*Document analysis #2 due*

*FILM SCREENING*

Wed, Oct 12: The Transmission of Buddhism; Buddhism in China

- Foltz, *Religions of the Silk Road*, Ch. 3, "Buddhism and the Silk Road," pp. 37-59.
- Ropp, *China in World History*, Ch. 3, "The Era of Division (220-589)," pp. 37-49.
- de Bary, *Sources of East Asian Tradition*, Ch. 15, "The Introduction of Buddhism," pp. 223-237.

Fri, Oct 14: Buddhism in Korea and Japan

- Holcombe, *A History of East Asia*, Ch. 3, "The Age of Cosmopolitanism" (sections), pp. 70-72, 77-79, 82-84.
- Ebrey, Walthall, and Palais, *East Asia*, Ch. 7, "Early State and Society in Japan" (sections), pp. 118-127.
- de Bary, Ch. 25, "The Introduction of Buddhism," and Ch. 43, "Prince Shotoku and His Constitution," pp. 497-507, 640-655.

FALL BREAK

## **UNIT FIVE: THE EMERGENCE OF EAST ASIA**

Week 9: Open Empire - The Tang

Mon, Oct 24:

- Holcombe, *The Genesis of East Asia*, Ch. 5, "Nuclear Implosion," pp. 109-144.
- de Bary, *Sources of East Asian Tradition*, Ch. 18, "Social and Political Culture in the Tang," pp. 290-307.

Wed, Oct 26:

- Holcombe, *The Genesis of East Asia*, Ch. 3, "Civilizing Mission: Conceiving East Asia," pp. 30-77.
- Colin McEvedy, *The Penguin Historical Atlas of the Pacific*, pp. 20-23.

*Short writing assignment 3 due - thesis in Holcombe (what was East Asia?)*

Fri, Oct 28: NO CLASS MEETING

Week 10: Preserving and Changing the “Chinese Pattern”

Mon, Oct 31:

- Holcombe, *The Genesis of East Asia*, “Becoming Japanese” (section), pp. 194-214.
- de Bary, *Sources of East Asian Tradition*, Ch. 44, “Chinese Thought and Institutions in Early Japan,” pp. 656-671.

*Historiographical essay due*

*LECTURE - history and identity*

Wed, Nov 2:

- Holcombe, *The Genesis of East Asia*, “Singular Korea” (section), pp.173-182.
- de Bary, *Sources of East Asian Tradition*, Ch. 31, “Early Koryo Political Structure,” and Ch. pp. 290-307.

Fri, Nov 4:

- Foltz, *Religions of the Silk Road*, Ch. 4, “A Refuge of Heretics: Nestorians and Manichaeans on the Silk Road,” and Ch. 5, “The Islamization of the Silk Road,” pp. 61-109.

**UNIT SIX: NEO-CONFUCIANISM AND THE MONGOL CONQUEST**

Week 11: Song Neo-Confucianism

Mon, Nov 7:

- Warren I. Cohen, *East Asia at the Center: Four Thousand Years of Engagement with the World* (Columbia University Press, 2000), pp. 89-101, 106-121.
- Morris Rossabi, “Introduction,” in Rossabi, ed., *China Among Equals: The Middle Kingdom and Its Neighbors, 10th-14th Centuries* (University of California Press, 1983), pp. 1-13.
- Bulliet, Crossley, Headrick, Hirsch, Johnson, and Northrup, *The Earth and Its Peoples: A Global History* (Houghton Mifflin, 1997), Ch. 11, “Central and Eastern Asia, 400-1200” (sections), pp. 327-335.
- McEvedy, *The Penguin Atlas of the Pacific*, pp. 24-25.

*Annotated bibliography proposal due*

Wed, Nov 9: Confucian Revival and State Reform

- Peter K. Bol, *Neo-Confucianism in History* (Harvard University Asia Center, 2008), Ch. 2, “Searching for a New Foundation” (sections), pp. 61-77.
- de Bary, *Sources of East Asian Tradition*, Ch. 19, “The Confucian Revival in the Song,” pp. 308-335.

Fri, Nov 11: Neo-Confucianism - Zhu Xi's Philosophy and Program

- Bol, *Neo-Confucianism in History*, Ch. 3, "Neo-Confucians and Confucians" (section), pp. 78-83.
- de Bary, *Sources of East Asian Tradition*, Ch. 20, "The Synthesis of Song Neo-Confucianism in Zhu Xi" (section), and Ch. 21, "Zhu Xi's Neo-Confucian Program," pp. 351-360, 361-386.

*Mini-workshop on annotated bibliographies*

*Week 12: The Making of the Modern World?*

**\*\*MEETINGS**

Mon, Nov 14: The Mongol Empire

- Bentley, *Old World Encounters*, Ch. 4, "The Age of the Nomadic Empires" (sections), pp. 111-115, 135-149, 165-164.
- Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton University Press, 2010), Ch. 4, "Eurasian Connections: The Mongol Empires," pp. 93-115.
- Jack Weatherford, *Genghis Khan and the Making of the Modern World* (Three Rivers Press, 2004), pp. xv-xxiv, 241-252.
- McEvedy, *The Penguin Historical Atlas of the Pacific*, pp. 26-27.

*Short writing assignment 4 due - turn in four annotations with research question and preliminary thesis*

*LECTURE - the Mongols in world history*

Wed, Nov 16: Asserting Independence - Responses to Mongol Conquest

- Holcombe, *A History of East Asia*, Ch. 5, "Mature Independent Trajectories" (sections), pp. 142-159.
- de Bary, *Sources of East Asian Tradition*, Ch. 32, "Military Rule and Late Koryo Reform," Ch. 53, "Shinto in Medieval Japan," pp. 540-549, 801-814.

Fri, Nov 18:

- Foltz, *Religions of the Silk Road*, Ch. 7, "A Melting Pot No More," pp. 135-144.
- de Bary, *Sources of East Asian Tradition*, Ch. 34, "Neo-Confucianism," Ch. 35, "Political Thought in Early Choson," and Ch. 57, "The Regime of the Unifiers," pp. 558-562, 563-572, 845-861.

*Week 13: Neo-Confucian Continuities - China*

Mon, Nov 21: Neo-Confucianism from the Mongol Conquest to the Ming Dynasty

- Ebrey, *A Cambridge Illustrated History of China*, Ch. 7, "Ethnicity, Loyalty, and

Confucian Universalism” (section), and Ch. 8, “The Limits of Autocracy: The Ming Dynasty 1368-1644,” pp. 179-185, 190-216.



- de Bary, *Sources of East Asian Tradition*, Ch. 22, “Ideological Foundations of Late Imperial China,” and Ch. 22, “Neo-Confucian Education” (section), pp. 387-401, 422-427.
- McEvedy, *The Penguin Historical Atlas of the Pacific*, pp. 28-31.

*Short writing assignment 5 due - comparing Confucian states*

Wed, Nov 23:

- Bol, *Neo-Confucianism in History*, Ch. 4, “The Later Imperial State and Neo-Confucianism: The Significance of the Early Ming” (section), and “Afterword: China’s History and Neo-Confucianism,” pp. 144-152, 271-278.
- de Bary, *Sources of East Asian Tradition*, Ch. 24, “Self and Society in the Ming” (sections), pp. 428-441, 458-468.

### THANKSGIVING BREAK

## **UNIT SEVEN: RESEARCH PRESENTATIONS; THE MODERN TRANSFORMATION AND REFLECTIONS**

### Week 14:

Mon, Nov 28:

**\*\*PRESENTATIONS**

Wed, Nov 30:

**\*\*PRESENTATIONS**

Fri, Dec 2:

**\*\*PRESENTATIONS**

### Week 15: Confucian Civilization and the Modern Transformation

Mon, Dec 5: Early Modern East Asia

- Holcombe, *The Genesis of East Asia*, Ch. 9, “Conclusion: Sinification and Its Discontents,” pp. 215-228.
- Holcombe, *A History of East Asia*, Ch. 6, “Early Modern East Asia (Sixteenth-Eighteenth Centuries),” pp. 160-189.

*Draft of annotated bibliography due*

*LECTURE - early modernity and Europe’s “great divergence”*

Wed, Dec 7: Commercialization and Crisis

- Christian, *Maps of Time*, Ch. 12, “Globalization, Commercialization, and Innovation” (sections), pp. 364-389, 401-405.

- Clive Ponting, *A New Green History of the World*, completely revised and updated (Penguin, 2007 [1991]), Ch. 6, “The Long Struggle” (sections), pp. 87-93, 97-101.
- Robert B. Marks, *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-First Century* (Rowman & Littlefield 2007), Ch. 3, “Empires, States, and the New World, 1500-1775” (sections), pp. 67-71, 74-82.
- Frederic E. Wakeman Jr., *Telling Chinese History: A Selection of Essays* (University of California Press, 2009), Ch. 1, “China and the Seventeenth-Century World Crisis,” pp. 27-43.

Fri, Dec 9: Chinese Confucianism and Its (Early) Modern Fate

- William T. Rowe, *China's Last Empire: The Great Qing* (Belknap/Harvard University Press, 2009), “Introduction,” and Ch. I, “Conquest,” pp. 1-10, 11-30.
- Jerome B. Grieder, *Intellectuals and the State in Modern China: A Narrative History* (The Free Press, 1981), Ch. 2, “Confucian Criticism” (sections), pp. 34-47.
- Joseph R. Levenson, *Confucian China and Its Modern Fate: A Trilogy* (University of California Press, 1958-1965), “Introduction: The Special and General Historical Quests,” and Ch. I, “The Abortiveness of Empiricism in Early Ch'ing Thought,” pp. xxvii-xxxiii, 3-14.

EXAM WEEK

*Revised annotated bibliography due by Thursday, 5pm*