

SP22 HIS 295 **Classical Asia**
Classroom: N3110
Prof. W. Luo
luoweiwei@grinnell.edu

Course Description

This course surveys the history of Ancient East Asia (China, Japan, and Korea) with some comparative notes on South Asia. We will study the historical and cultural background, as well as reconstruct the values and patterns of thought that circulated in this set of vanished worlds, each of them deeply removed and different from the one we live in today. We will look at how people in each culture created their distinctive identities, experienced the world around them, and inscribed their thinking into texts that have become the “Asian Classics.” This course also echoes the current antiracist movement in the US by reflecting on ethnic conflicts in East Asian history.

Required Books

Ebrey, Patricia Buckley, and Anne Walthall. *East Asia: A Cultural, Social, and Political History*. Third edition. Boston, MA: Wadsworth, Cengage Learning, 2013.

Other readings will be made available as PDFs (marked by @)

Assignments

Attendance and Participation 30%

You are expected to attend class and participate actively throughout the semester. Lectures and discussions are essential to learning in this class. All readings are to be completed prior to the class period for which they have been assigned. You should come to class prepared to discuss them in detail, with questions and points for discussion prepared. Attendance (10%) will be taken at every meeting. Participation (20%) includes taking part in discussions, completing assignments, and other learning activities associated with the class. One’s level of engagement with course materials is visible in all these activities and will be assessed as a core part of the participation grade.

Study memos, discussions, and revisions 25%

In these memos, you should synthesize what we have learned in the class up to this point (see syllabus dates)* These memos will be posted on the PWeb, discussed in small-groups, and revised for final grading. Timely completion of the 2 memos of satisfying quality, and the active participation in the discussion and revision process will constitute 5 percent of the final grade. You will revise the memos and submit for grading, and the finalized memos will each constitute

10 percent of the final grade. This exercise also prepares you for the final exam by familiarize you with names and locations, synthesize information and ideas, while articulate your own argument at the same time. General topics are given here, but more detailed instructions will be given separately. See *Assignment Sheet* (under Assignment on PWeb) for details.

Memo 1: Foundations of East Asian Civilization: The View from Early China

Memo 2: Trajectories of Development: Comparing Japan and Korea

Film response (15%): Please choose one of the films assigned for this class (either screened in class or watched on your own; including optional/recommended ones) and write a response essay engaging with the content of the film as well as the related reading assignments and what we have learned in class.

See *Assignment Sheet* (under Assignment on PWeb) for details.

Final exam (take-home; open-book): 30%

See *final exam instructions (Pweb-Document)*

Grading Scale:

93-100% A	83-86% B	70-76% C
90-92% A-	80-82% B-	60-69% D
87-89% B+	77-79% C+	below 60% F

Class Policies

Academic honesty:

In all assignments written for this course, you must abide by the College's rules on plagiarism. (http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work) Do not submit someone else's work as your own, quote from a source without citing it, or provide inappropriate help to a classmate on exams and assignments. If you paraphrase or quote any text from another you must indicate where the text comes from. Failure to comply with the requirement of academic honesty may result in receiving no credit for the assignment in question or even failing the course in cases of serious academic dishonesty. If you are in doubt about any of the rules, please consult with me, or the professionals in the Writing Lab, *before* submitting your class materials and assignments.

Religious holidays:

Grinnell College offers alternative options to complete academic work for students who observe holy days. Please contact me within the first 2 weeks of the semester if you would like to discuss a specific instance that applies to you.

Inclusive classroom and student accessibility services:

I strive to create a fully inclusive classroom. Thus, I welcome individual students to approach me about distinctive learning needs. In particular, I encourage students with disabilities, including invisible or non-apparent disabilities such as chronic illness, learning disabilities, and psychiatric disabilities, to discuss reasonable accommodations with me, and to have a conversation about how our classroom or course activities could impact the disability and what accommodations would be essential to you.

You will also need to have a conversation about and provide documentation of your disability to the Coordinator for Student Disability Resources, John Hirschman, located on the 3rd floor of Goodnow Hall (x3089). Students should then notify me within the first few days of classes so that we can discuss ways to ensure your full participation in the course and coordinate your accommodations.

Attendance and extension policies:

If you have legitimate reasons to miss class or turn in an assignment late, please let me know in advance and supply relevant documentation. Everyone is allowed 2 free absences without penalty during the semester. You are encouraged to come to talk to me about ways to make up for absences if you have legitimate reasons to miss more than 2 classes. Everyone is allowed 1 extensions of 24 hours on 1 writing assignments without penalty. If you have 2 or more late submissions (regardless of reasons) you will incur grade deduction on the assignment depending on the amount of time lapsed. You are encouraged to come to talk to me about ways to make up for the grade.

Course Schedule

Online readings marked by @

**The reading assignments are subject to change*

Date	Topic	Assignments
1/25 T	Introduction: East Asia as a Region & Prehistory of East Asia	Syllabus @ Holcombe "Intro" @ Ebrey, pp. 2-7

1/27	China in the bronze age	Ebrey, Chap. 1 Eno, “Deities and Ancestors in Early Oracle Inscriptions” @
2/1 T	Early States, Philosophers, and “Power Consultants” Happy Lunar New Year!	Ebrey, Chap. 2 F. Li, “Philosophers as Statesmen” in <i>Early China</i> , 207-28 @ de Bary, “Why We Read the <i>Analects</i> of Confucius” @ Mencius @; “yin-yang way of thinking” @; “consulting the Yijing” @
2/3	Film Screening: <i>Confucius</i> (2010)	<i>Review Ebrey, Chap. 2</i> The <i>Analects</i> (excerpt) @
2/8 T	The Rise of the Legalist State & The Founding of the Bureaucratic Empires	Ebrey, Chap. 3 Qin and Han Statutes @ Han Feizi (excerpt) @

2/10	Men, States, and Heaven	<p>Nakayama, “Characteristics of Chinese Astrology” @</p> <p>X. Sun, “The role of astronomy in ancient Chinese society and culture” @</p>
2/15 T	The Tao/Dao, Daoist Religion, and Han Dynasty Politics	<p>Dao De Jing (excerpt) @</p> <p>Zhuangzi @</p> <p>Early Daoist Scriptures (excerpt) @</p> <p>The Economic Order @</p>
2/17	Buddhism and Political Division in China	<p>Ebrey, Chap. 4</p> <p>The Lotus Sutra @</p>
2/22 T	<p>The Sui and Tang Empires</p> <p>&</p> <p>“China” among Equals</p>	<p>Ebrey, Chap. 5 & 8</p> <p>The Great Tang Code @</p> <p>Slavery in the Tang @</p> <p>Neo-Confucianism@</p> <p>Neo-Confucian reforms @</p>

2/24	Learning Memo Meeting I	<p>*Learning Memo 1 due Wednesday</p> <p><i>Please revise your memo 1 and submit it on Pweb by March 1.*</i></p>
3/1 T	<p>College designated “Work Differently Day”</p> <p><i>No Class</i></p>	
3/3	<p>Early Japan</p> <p>&</p> <p>Shaman Queen’s Lost Realm</p>	<p>Ebrey, Chap. 7</p> <p>Earliest culture in Japan @</p> <p>Farris, <i>Sacred Texts and Buried Treasures</i> (excerpt) @</p>
3/8 T	<p>Early State Formation in Japan</p> <p>&</p> <p>Yamato and Chinese influences</p>	<p>Prince Shotoku @</p> <p>“Chinese thought and institutions” @</p> <p>“Manyoshu and the Imperial Imagination in Early Japan” @</p> <p>Nara Buddhism @</p>

3/10	Early Korea to 935	Ebrey, Chap. 6 The Foundation Myth @ Korea in Chinese Dynastic Histories @
3/15 T	Heian Japan & The Tale of Genji	Ebrey, Chap. 9 “The Rule of Taste: Lives of Heian Aristocrats” @ “The Sacred Tree” @
3/17	Film Screening-- <i>Shinto: Nature, Gods, and Man</i> (1977)	Shinto in Medieval Japan @
	3/19—4/3 Spring Break	
4/5 T	Koryō Korea & Kamakura Japan	Ebrey, Chaps. 10-11 The Korean Script @ Development of Confucian polity @ “Ancient Japan’s Korean influences” @

4/7	Medieval Japan	<p>Ebrey, Chap. 13</p> <p>The Way of the Warrior @</p> <p>Law and Precepts for the Warrior Houses @</p> <p>Zen Buddhism @</p>
4/12 T	<p>The Yuan Dynasty: China Under Mongol Rule</p> <p>&</p> <p>Eurasian Connections</p>	<p>Ebrey, Chap. 12</p> <p>Marco Polo in China @</p> <p>A Mongol Passport @</p> <p>SKIM: New Research on the Black Death (selections) @</p> <p>Optional film watching-- <i>Mongol: The Rise of Genghis Khan (2007)</i></p>
4/14	Edo Japan	<p>Ebrey, Chap. 17</p> <p>Hideyoshi and The Korean War @</p>
4/19 T	<p>The “Way” of the Samurai</p> <p>Film Screening—<i>The 47 Ronin (1941)</i></p> <p>Optional: <i>Seven Samurai (1954)</i></p>	

4/21	Learning Memo Meeting II	*Learning Memo 2 due Wednesday (Revised memo due May 1)
4/26 T	The Ming Empire in China & Chosŏn Korea	Ebrey, Chaps. 14-15 Early Ming Legislation@ Political Thought in Early Chosŏn @ Invention of the Korean Alphabet @
4/28	Neo-Confucianism and Korea	Deuchler, <i>The Confucian Transformation of Korea (excerpt)</i> @ <i>Please revise your memo 2 and submit on Pweb by May 1*</i>
5/3 T	The Manchu Conquest of China & The Qing Empire	Ebrey, Chap. 16 Rowe, "Qianlong-Jiaqing Transition" @
5/5	Korea between Empires Film screening: <i>The War of Arrows (2011)</i> Optional: <i>The Admiral (2014)</i>	Cumings, <i>Korea's Place in the Sun (excerpt)</i> @

5/10 T	The West marches East: the case of Opium	Brook et al, <i>Opium Regimes</i> (excerpt) @
5/12	Review	TBA Film response due*
	<i>5/16-20: Exam week</i>	Take-home exam due Thursday, May 19, noon