

HILD 11: EAST ASIA AND THE WEST
FROM THE MONGOL EMPIRE TO THE BOXER UPRISING
1200-1900

Professor: Dr. Schneewind

Phone: (858) 822-0814

Office: H&SS 3062

Office hours: MW 1-2:45 & by appointment

Mailbox: H&SS 5012, fifth-floor faculty lounge

E-mail: sschneewind@ucsd.edu

Lecture: Monday, Wednesday, and Friday 12:00-12:50, in H &SS 1330

TAs: Mr. Kim (Monday sections at 2:00 & 3:00 in Center Hall 218) yok068@ucsd.edu

Ms. Lui (Wednesday sections at 3:00 & 4:00 in Center Hall 220) hllui@ucsd.edu

Mr. Davidson (Wednesday Center 205 & Friday Center 218, 2:00) mgdavids@ucsd.edu

Required Readings, with a few key questions:

1. Patricia Ebrey and Anne Walthall, *East Asia: A Cultural, Social, and Political History*, third edition; or the custom edition for HILD 11 only. The textbook outlines the events and societies of the period, and provides some primary source readings (“Documents”), biographies, aspects of material culture, and connections and comparisons among the three countries.

What happened in East Asia over the period from the commercial revolution in China, the rise of the samurai in Japan, and the transition from military to literati dominance in Korea, up through the clashes of the East- and West-Eurasian regimes in the nineteenth century?

How do social, economic, and cultural formations interact with political power?

How do people form changing national and personal identities over time?

2. Sarah Schneewind, *A Tale of Two Melons: Emperor and Subject in Ming China* introduces both historiography (writing history) and Chinese society and government in Ming.

Why does the past matter to people, and what is history for?

Why do writers create texts and what do readers with them?

What was Ming society like and how did people interact with the Ming state?

3. Robert Marks, *Origins of the Modern World*. We will end the course with this analysis of changes in technology, economics, population, political power, and ideology since 1400.

How did industrialization and imperialism develop as world formations?

How can we problematize nation-based histories with analytical tools?

4. Gordon Harvey, *Writing with Sources: A Guide for Students* will help you prepare for and structure convincing short papers using evidence to argue for your point of view. How do scholars, including you, effectively critique and build constructively on one another’s work?

There will also be short handouts in class or on TED, some of which may anchor a paper prompt.

Book Options:

Choose at least one to read and write on for one of your 4 papers. You may read them all, and if you write additional papers your writing will improve, and we will drop the lower grades.

1. Yu Sōngnyong (1452-1607), *The Book of Corrections: Reflections on the National Crisis during the Japanese Invasion of Japan, 1592-1598*, transl. Choi Byonghyon. First-hand account by a Korean official deeply involved in the Imgen War among the 3 countries.

How did people think about and explain the causes of war, defeat, and victory?

How do systems of government respond to the stress of outside attack?

2. Robert van Gulik, translator, *The Celebrated Cases of Judge Dee* (eighteenth century). This is a triple murder mystery from Qing times. Although nominally set in Tang, it reflects Qing conditions.

How did government work at the local level in late imperial China?

What were relations like between men and women, and among people of different social statuses?

How did Qing people perceive secular and supernatural justice?

3. Giles Milton, *Samurai William: The Englishman who Opened Japan*. This is a recent popular history of early encounters of the English, Dutch, and Portuguese with Southeast Asia and especially with Japan, just as the Tokugawa regime was being formed.

How did cultural and ethnic differences work before the era of Western dominance?

How do individuals affect the formation of new systems of government?

How can we both learn from and critique the same secondary work?

4. Katsu Kokichi (1802-1850), *Musui's Story: Autobiography of a Tokugawa Samurai*. A low-ranking samurai in 19th-century Japan recounts his own raucous life.

How do social systems, rules, and ideologies play out in real life?

Were people in past the more like us, or more different from us?

Guidelines for Learning:

1. In **lecture**, I'll go over some basic facts, but also introduce other material, including ways of thinking about history both analytically and retrospectively, and by trying to imagine ourselves into the minds of the people of the past to see what problems they thought they faced.

- Do the reading (take notes) in the week assigned, attend every day, and take notes by hand.
- Come prepared to talk with your neighbor a bit or do a brief writing exercise.
- So everyone can concentrate, turn off and put away all your electronics before class.
- If you have a letter from OSD or a team, please let me know right away.
- If you must miss class for religious or *emergency* reasons, ask a classmate for the notes.
- Come on time, and leave only when class is dismissed.
- Schedule travel and doctors around class.

2. In **section**, you can practice presenting your views to others and listening productively.

- Do the readings before class, and bring them and your notes and readings with you.
- Your TA may tell you how to prepare for section ahead of time.
- There will be short quizzes.
- Everyone is responsible for creating a civil, productive learning environment.
- In discussions, give evidence for your points and be ready to change your mind if someone else's argument or evidence is stronger.
- Take notes on discussion.
- If someone's comment inspires you for your paper, thank him or her in a footnote.

3. **Outside** of class:

- Learning happens through review. Review the day's work after each class. Every week, review all your reading and class notes briefly.
- If you come up with a good chart or other study guide, share it with your TA.
- Learning to write well requires practice. This class *requires* 4 papers (gradually lengthening), but consider reading and even writing on more than the *one* optional book required.
- What we value in your papers: careful reading, interesting ideas, good evidence and logical argument for your thesis, and clear, correct writing. We hope to help you improve!
- The TAs and I are very happy to work with you on your writing; if you are not getting enough response on how to improve your papers, just bring a paper back and come talk to us.
- Check TED often for announcements, reading guides, etc.
- The University says a course should take 3 hours outside class for each credit-hour. That's 12 hours a week reading, studying, and writing. Schedule it in now.
- Studying with others can improve your understanding and communication skills.
 - But when you are first reading an assignment, *and* when you write a paper or plan an exam answer, you should be alone, to take responsibility for your own learning.
 - Do not consult the internet, except the links provided on TED, maps, and pictures.

How we will assess what you have learned:

1. Intelligent, informed participation in section, and quizzes: 20%.
2. Midterm exam in class February 7: 15%.
3. 4 short papers on prompts based on required books, textbook materials, handouts, and optional books: 35%. Each week TED will have at least one prompt, for a paper due Monday at 11:00 a.m. over the Turnitin link on TED. You must write at least one paper on a book option. If you write extra papers, we will use the 4 highest grades for your course grade.
4. Cumulative final exam Wednesday, March 19, 11:30: 30%.

Academic Integrity Lies at the Heart of Good Scholarship

When a historian writes, he or she aims at finding out the truth, gives evidence for the thesis (argument), and says where the evidence and ideas came from, whether a primary source or another scholar's work (a secondary source), or a conversation. Just as scientific experiments must be replicable, a historian's evidence and citations allow readers to check the conclusions. If you do not have good evidence for part of your argument, but are making an educated guess, just say so! If you know of evidence that contradicts your argument or thesis, revise the argument.

**** The syllabus may change somewhat.****

Week One: East Asia in 1200

Ebrey, Comparisons: Monarchies (p. 182), Food Cultures (p. 210), Women's Situations (p. 264), Neo-Confucianism (p. 304), Slavery (p. 380); and Chapter 11 on Kamakura Japan
 Gordon Harvey, *Writing with Sources: A Guide for Students*

Week Two: The Mongol Empire

Ebrey, "Connections: The Mongols" (pp. 162-168); and "Goryeo under Mongol Domination," pp. 178-181, inc. Biography: Lady Ki; and Chapter 12, inc. Commissioner Li Jing on the Luoluo (1301); Biography: Envoy Hao Jing; and Blue-and-white Porcelain
 Optional for paper: *Mongol* (movie) and excerpts from *The Secret History of the Mongols* (TED)

Week Three: Japan's Middle Ages, 1330-1600

Ebrey, Chapter 13, inc. Biography: Female Official Hino Meishi, the Matchlock Gun, The Journal of Zen Monk Sōchō

Week Four: Ming China, 1368-1644

Ebrey, Chapter 14, inc. Woman Doctor Tan Yunxian; scene from drama "Peony Pavilion"
 Sarah Schneewind, *A Tale of Two Melons: Emperor and Subject in Ming China*

Week Five: Joseon Korea, 1392-1800

Ebrey, Chapter 15, inc. Interpreter Jeong Myeongsu, excerpt from Lady Hyegyeong's Memoirs
Book Option 1: Yu Sōngnyong, The Book of Corrections: Reflections on the National Crisis...

Week Six: The Qing Empire, 1600-1800

Ebrey, Chapter 16, inc. Biography: Salt Merchant Jiang Chun; excerpts from Fang Bao's 'Notes from Prison'; Jin Nong's Portrait of a Monk
Book Option 2: Robert van Gulik, translator, The Celebrated Cases of Judge Dee (c. 1800).

Week Seven: Shōguns and Samurai, 1600-1800

Ebrey Chapter 17, inc. excerpts from Ihara Saikoku's Economic Advice and Biography of Samurai Daughter Tadano Muzuku; and "Connections: Europe Enters the Scene"
Book Option 3: Giles Milton, Samurai William: The Englishman who Opened Japan

Week Eight: Troubled Regimes, 1800-1900

Ebrey Chapter 18, inc. the Grand Canal; Manchu Bannerman Guancheng; Mai Menghua's essay comparing China with Western nations (1898); and Chapter 19, inc. Kohei's Lawsuit (1849); From Palanquin to Rickshaw; Biography: radical samurai Kusaka Genzui
Book Option 4: Katsu Kokichi, Musui's Story: Autobiography of a Tokugawa Samurai

Week Nine: Meiji Japan and Late Joseon Korea, 1868-1900

Ebrey Chapter 20, inc. Biography: Sect Founder Deguchi Nao; excerpt from Fukuzawa Yukichi's 'Leaving Asia' (1885); and Chapter 21, inc. excerpt from Donghak founder Choe Jeu; and Biography: Queen Min (1851-1895); "Connections: Western Imperialism 1800-1900"

Week Ten: East Asia in the World Order

Robert Marks, *Origins of the Modern World*, intro, conclusion, and chapters 1-5

Trouble-Shooting:

“I am deathly ill and will give everyone else germs if I go to class.” With your last ounce of strength, email your TA; sleep and drink hot soup; get the notes from someone; study them by yourself and then go over them with a classmate. Then come to office hours.

“I have to miss class for a religious reason.” Email your TA and get the notes, as above.

“My friend wants me to take him to the airport at class time.” Dude. Call him a cab.

“I can’t make head or tail of this reading!” Talk to a classmate, your TA, and/or the professor.

“I can’t get into the Ted site.” Go to Academic Computing and Media Services in AP & M 1313, M-F 8:30-4:00; or phone them at 858-534-2267; or email them at acms-help@ucsd.edu.

“I don’t know what to do for section.” Check TED; ask a classmate; email your TA.

“I left my book at home.” The library will have a copy of each on reserve.

“I feel overwhelmed and frustrated.” Come in to office hours or email your TA or the professor.

“I have to hand in a paper and I have no idea what to write.” Check TED for a reading guide. Come talk to your TA or the professor.

“I’ll just check the internet quick to get an idea…” STOP RIGHT THERE. I have given you plenty to read, and if you want more I’d love to talk help you choose something. DO NOT use the internet except for maps, pictures, and the links on the course website.

“I am not sure where the line between studying together and cheating falls.”

- Ask yourself whether what you are doing is really helping *you* think and learn.
- Discussing class materials is good, but you must sit down all by yourself to plan or write papers and exam answers, with only the readings and your notes in front of you.
- If you get a good idea from someone else, credit him or her in a footnote, put the idea in your own words, and develop it further.
- Put even 3 consecutive words from any text or book in quotation marks and cite properly.
- If you are still worried, talk to the TA or professor right away. Afterwards is too late.
- Check <http://history.ucsd.edu/ugrad/current/academic-integrity.html>.
- Here’s the fine print: Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com (through the link on WebCT each week) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

“My computer crashed/ I lost my flash drive.” Back up every 5 minutes, and every day, 2 ways.

“I am not sure how to make my next paper better.” Bring a previous paper to your TA and/or the professor for more feedback and guidance. You can talk to us before writing a paper, as well. Just come in with your ideas and what you have so far.

“I am not a native English speaker and worry about my grammar.” Ask a native English speaker to check over your paper, explain grammatical errors to you, and help you correct them. Then thank him or her in a footnote.

“This is not my major so I just want to take it for P/NP.” University policy requires that to pass with the Pass/No Pass option, you must earn a C. If you don’t do the work you won’t learn much; if you do, you should get a good grade. I advise opting for a letter grade.

“I love this class but there just isn’t enough reading!” Come to office hours for suggestions.

“I don’t really have an explicit question or problem. May I go to office hours anyway?” YES. We hold office hours *just* to talk with you – about this class or your overall education.

Chronology: Understanding history requires knowing when things happened. For convenience we refer to these periods of East Asian history, even though some dates are not clear-cut. Memorize the **bold** dates and period names as a basic framework so you can understand time references in lecture and section, know what you are seeing in a museum, follow references to discoveries in the news, and find books on topics that interest you. Make a time-line as a working study tool, with these dates and empty space to add information. B.C.E = B.C. (count backwards from the year 0) and C.E. = A.D. “c.” and “ca.” mean “*circa*,” or “around.”

Mainland (China)

Shang	c. 1554-1045 BC	“Shahng” First writing c. 1200 BC
Zhou (Chou)	1045-256 BC	“Joe”
Springs & Autumns	770-479 BC	
Warring States	480-221 BC	
Qin (Ch’in)	221 BC – 206 BC	“Chin”
Han	206 BC – AD 220	“Hahn”
Period of Division	220 – 580	
Sui	581-617	“Sway”
Tang (T’ang)	618-907	“Tahng”
Song (Sung)	960-1279	“Soong”
Yuan (Yüan)	1234-1368	“You-en”
Ming	1368-1644	
Qing (Ch’ing)	1644-1911	“Ching”

Peninsula+ (Korea)

Early Historical Period:	200 BC – AD 313
Old Joseon (Choson), Buyeo (Puyo), Goguryeo (Koguryo), Han-dynasty commanderies, the Three Han	
Three Kingdoms	313 – 668
Goguryeo (Koguryo), Baekje (Paekche), Silla, the Gaya (Kaya) states	
Unified Silla	668-892
Balhae (Parhae)	698-926
Goryeo (Koryo)	935-1392
Joseon (Choson)	1392-1910

Archipelago (Japan)

Queen Himiko (Tomb culture)	c. 280	First Chinese descriptions of Japan
Yamato centralization	350 – 710	
Nara	710-794	
Heian	794-1180	
Kamakura	1185-1333	
Ashikaga	1336-1600	
Tokugawa (Edo)	1600-1868	
Meiji	1868-1912	