

HIST/ASIA 1420  
**Asian Civilizations to 1500**  
Fall 2019 (3 Credits)

Meeting Time: 10:00-11:15 am (Tue/Thr)

Instructor: Jeong Min Kim

Office: 356 University College || Email: Jeongmin.Kim@umanitoba.ca

Office hours: 1:00 -2:00 pm Monday & 11:30 am-12:30 pm Tuesday

**Course Description:**

An introductory survey on the history of Asia to 1500. The course poses a question of “why and how early history matters” focusing on Asia. In this course, we approach nation, ethnicity, culture, and national and regional borders as artifacts of contested ideologies and history in the making. Students will be introduced to readings that discuss Asia as a concept, region, history, and people. We will also learn about how global exchanges of commerce, ideas, and people in the pre-modern world led to the creation of what is now known as “Asian civilization.” Pre-modern history tends to focus on elite culture or “top-down” narratives because those are the narratives that have been preserved and survived to the present day. We will seek to reinterpret such materials to recover the perspectives and experiences of the ordinary people they elide.

**Learning Outcomes:**

Students will be able to

- narrate major historical events pertaining to the histories of Asia to 1500.
- understand pre-modern Asian history in global context.
- critique the concepts of “Asia” and “Asian civilization” and their underlying assumptions of origins, borders, identities, and differences.
- closely read historical sources and critically engage them with contemporary arguments
- articulate why and how early history matters in relation to contemporary issues.

**Materials:**

Textbook

Ebrey, Patricia Buckley and Anne Walthall, *Pre-Modern East Asia: A Cultural, Social, and Political History, Volume 1: To 1800* (Cengage Learning: 2014 edition).

In addition, a short background reading (1-2 article-length), primary sources, and visual materials will be occasionally added. Except for the assigned textbook, all readings will be available via UM library or

posted online (class website). You should finish all texts assigned for the day by the session. Bring the readings to class.

### Rules and Expectations:

- Please come to class prepared, which means you should complete the readings for the session and be prepared to engage with the lecture and in-class discussion. While this is a large-size class, we will do a variety of exercises to make the discussion more interactive.
- Absence only accepted in case of emergency (e.g. medical or family emergency) with appropriate approval procedure.
- All assignments must be completed and submitted in time. No late assignments will be accepted unless arranged with me in advance.
- Electronic devices are prohibited during class and all devices must remain turned off and stowed away in your bags at all times. (Exception: the use of devices will be allowed during specific class exercises such as the review note exercises described below.)
- All written work must be in the student's own words - verbatim reproduction is not allowed and constitutes academic misconduct, which can lead to disciplinary action.

### Evaluation Components:

Pop-quizzes	$2.5\% \times 4 = 10\%$	In class. These will <i>not</i> be announced in advance.
Review Notes	$2.5\% \times 4 = 10\%$	In-class, every 3-4 weeks (at the end of class).
Sequence Writing Essay 1 Essay 2 Essay 3	$15\% \times 3 = 45\%$	September 26 October 24 November 21
Collaborative Final Review	5%	December 3 and 5
Final exam	30%	As scheduled by the university

- **Pop Quizzes (2.5% x 4 times = 10%):** 2-3 questions regarding the readings of the day. You should be able to answer the questions if you finish the readings. No make-ups allowed. If you miss class on the day we have a pop-quiz, you will not earn the points (2.5%).

- **Review notes (2.5% x 4 times = 10%):** Written review exercises. Every 3-4 weeks, we will take 5-10 minutes to review important concepts and questions that we have discussed for the weeks. These are in-class writing, open-book writing assignments where you will have to answer a specific prompt (e.g.: define a few concepts; answer 2-3 short questions, a free-style short essay or something else). Due at the end of the class period before you leave the room. You may write on your computer and send it to me, or handwrite and turn in the paper (it will be returned to you). If you miss class for the day we have a review note, you will not earn the points (2.5%). No make-up.
  
- **Sequential essays (15% x 3 times= 45%):** 3 Essays, 1,000-1,200 words each. Essay prompts and instructions will be provided in advance.
  - Essay 1 : focuses close reading, identifying the main ideas and arguments of the text(s).
  - Essay 2: focuses on synthesizing ideas shared across different texts.
  - Essay 3: focuses on developing your own ideas on the texts and present your argument in a convincing manner.

*\*Since this is a course that fulfils the University Senate's W requirement, students must complete all three essay assignments with passing grades in order to pass the course.*
  
- **Collaborative Final Review (5%):** A final exam study exercise consisting of group work on possible topics/questions for the final exam. Each group will be assigned a different week/reading(s) to review. Each group will make a 5-7 mins presentation in class on their assigned material.
  
- **Final Exam (30%)**

**Important Notes:**

- Evaluation on the term work will be provided no later than the VW date (Nov. 18, 2019).
- If you wish to appeal a grade given for term work, you must do so within 10 working days after the grade for the term work has been made available to you.
- Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

**Grading Scale**

A+	88-100%	A	80-87%
B+	75-79%	B	70-74%
C+	65-59%	C	60-64%
D	50-59%	F	0-49%

### **Academic Integrity:**

This course has a zero-tolerance policy on plagiarism. While you are welcome to use the class materials and any other sources you find relevant to your writing, you must properly cite where you acquire the information.

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for Authentication. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Further information on the University's regulations re: plagiarism, cheating and impersonation found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation:

[http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html)

### **Student Resources:**

#### Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

#### Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

#### Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

#### University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

#### Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

#### UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account [www.instagram.com/umhisa\\_undergrad/](http://www.instagram.com/umhisa_undergrad/) or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).

## **Weekly Schedule (subject to change)**

### **Week 1. Introduction**

9/5

- Course Overview

## **Part I. Materials of Early Civilization**

### **Week 2. Mapping: “Asian Civilization as a working concept”**

9/10

- P. Ebrey and A. Walthall, “The Prehistory of East Asia” [*PMEA*]: pp 2-7.

9/12

- Pai Hyung-il, “Archaeology and Ancient History in Identity Construction” Excerpt from *Constructing “Korean” Origins: A Critical Review of Archaeology, Historiography, and Racial Myth in Korean State-Formation Theories* (2000: Harvard): 12-21.
- Arif Dirlik, “The Asia-Pacific Idea: Reality and Representation in the Invention of a Regional Structure” *Journal of World History* Vol. 3, No. 1 (Spring, 1992): pp 55-79.

### **Week 3. The Myth and History of Origins: Early China**

9/17

- [*PMEA*] Ch1, 2 and 3: pp 8-55.

9/19

- Anne Behnke Kinney, “Women in Analects,” *A Concise Companion to Confucius* (2017): pp 148-163.
- (Biography: The Ban Family) Ban Zhao’s Writings
- *In-class review note* (1)

### **Week 4. Connections: Early Silk Road, Buddhism, and Merchant**

9/24

- [*PMEA*] Connections and Ch 4: pp 56-74.
- Tansen Sen, “The Travel Records of Chinese Pilgrims Faxian, Xuanzang, and Yijing” *Education About Asia*, 11(3) Winter (2006): pp 24-33.

9/26

- Prudence O. Happer, “An Iranian Silver Vessel from the Tomb of Feng Hetu” *Bulletin of the Asia Institute*, Vol. 4 (1990): pp 51-59.

First Essay Due 5pm, Thursday 9/26

## **Part II. Contacts and Exchanges: Circulation of Ideas and People Across Asia**

### **Week 5. “Cosmopolitan” Asia (1)**

10/1

- [PMEA] Ch 5: pp 75-96.

10/3

- BuYun Chen, “Material Girls: Silk and Self-Fashioning in Tang China (618–907)” *Journal of Fashion Theory* (2017) 21(1): pp 5-33.

### **Week 6. “Cosmopolitan” Asia (2)**

10/8

- Sanping Chen, “Ch1. The Legacy of the Tuoba Xianbei: The Tang Dynasty” in *Multicultural China in the Early Middle Age* (Univ. of Pennsylvania: 2013): pp 4-38.

10/10

- Writing workshop: 1st essay review and 2nd essay prep

### **Week 7. Texts and Ideas in Translation (1): Confucian Ideology and Patriarchy**

10/15

- [PMEA] Ch 6-7: pp 98-128.

10/17

- Hiroko Sekiguchi, “The Patriarchal Family Paradigm in Eighth-Century Japan,” Dorothy Ko, Jahyun Kim Haboush and Joan R. Piggott eds, *Women and Confucian Cultures in premodern China, Korea, and Japan* (Univ. of California: 2003) : pp 27-46.

### **Week 8. Texts and Ideas in Translation (2): Buddhism**

10/22

- [PMEA] Ch 8-9: 129-168.
- Peter Kornicki, “The Vernacularization of Buddhist Texts: From the Tangut Empire to Japan” in *Rethinking East Asian Languages, Vernaculars, and Literacies, 1000–1919* (Brill: 2014): pp 29-57.

10/24

- Midterm review
- *In-class review (2)*

Second essay due 5pm, Thursday 10/24

### **Part III. Social and Economic Lives in Medieval Asia**

#### **Week 9. Popular Culture and Folklores**

10/29

- [PMEA] Ch 10: pp 169-182.
- Koryo “Changga” songs.

10/31

- [PMEA] Ch 11, 13: pp 183-197, 212-226.
- Noh Play “The Tale of Heiki Atsumori),” “Sotoba Komachi”

#### **Week 10. Borderland Histories: Racial and Ethnic Identities**

11/5

- [PMEA] Ch 12: pp 198-210.
- Excerpts from *Columbia Anthology of Chinese Folk and Popular Literature*

11/7

- John Duncan, “Hyanghwain: Migration and Assimilation in Chosôn Dynasty Korea,” *Acta Koreana 3” Acta Korea*, Vol 3 (2000): pp 1-14.
- *In-class review (3)*

#### **Week 11. No class (Fall break)**

11/12 & 14

#### **Week 12. New Readings of Family, Emotion, and Legal System**

11/19

- [PMEA] Ch 14 : pp 227-246.
- Maria Sibau, “Filiality, Cannibalism, Sanctity: Fleshing Out Gegu in a Late Ming Tale of a Filial Girl,” *Chinese Literature: Essays, Articles, Reviews* 40 (2018): pp 51-71.

11/21

- [PMEA] Ch 15: pp 247-264.
- Sun Joo Kim, “My Own Flesh and Blood: Stratified Parental Compassion and Law in Korean Slavery,” *Social History* 44.1 (Feb. 2019): pp 1–25.
- “Madan Song’s Letters” and others, Excerpts from *Epistolary Korea : Letters in the Communicative Space of the Chosôn, 1392-1910* (Columbia Univ: 2009).

3rd essay due 5pm Thursday, Nov 21



**Week 13. Prelude to Early Modern**

11/26

- [PMEA] “Europe enters the Scene:” pp 265-269.
- Beatriz Moncó, “The China of the Jesuits” (2013)

11/28

- *In-class review (4)*
- Revisit “Asian/Civilization/to 1500”

**Week 14. Review**

12/3

- Collaborative final review (group work, submit by the end of the class)

12/5

- Group presentations

**Final exam: UM exam period**