
HISTORY OF ASIAN CIVILIZATION I in Fall 2019 (HI1008)

Course Code	HI1008	Professor(s)	Albert Wu
Prerequisites	None	Office Number	G-007
Class Schedule	TF: 13:45-15:05 in G-L22	Office Hours	Fridays 15:30-16:30 or by appointment
Credits	4	Email	awu@aup.edu
Semester	Fall 2019	Office Tel. Ext.	705

Course Description

This course examines the major development of civilizations in East Asia from prehistory to the end of the sixteenth century. We will examine the histories of China, Korea, Japan, focusing primarily on China. You will also be asked to think comparatively, examining not only how the different countries and regions developed in East Asia, but also how East Asian developments compare with the “West.”

Course Learning Outcomes

Students will learn the broad historical context and narratives surrounding the civilizations of China, Japan, and Korea

Students will learn the main theoretical approaches to studying East Asia and in particular, recent historiographical changes and challenges to the region

Students will learn To analyze, critique and interpret both secondary and primary sources, through individual reading and writing and through group seminar discussion. In particular, we will learn how to approach sacred texts from an academic perspective

students will improve at Analysis: students will learn to evaluate different arguments, facts and opinions, and to build and defend their own arguments. Every aspect of the course will reinforce and model good analytical skills.

students will improve at Research: students will learn how to find, evaluate and organize different sources of information. The research paper will particularly help students to find and use sources, as will our primary source analysis in class

students will improve at Communication: students will learn how to communicate ideas more clearly and persuasively through writing and speaking. Written assignments and presentations formally give formal practice in communication skills, but everyday class participation – actively listening, thinking and responding – is also vital

General Education

Course Outline

September

CLASS SCHEDULE:

Please enter your course schedule with a guide to “Topics” or “Readings” of each session and/or week.

September

Week I

Tuesday, September 3

TOPICS Introduction: “Asian” “Civilizations”

READINGS

Friday, September 6

TOPICS Oracle Bones and Bronze Inscriptions.

READINGS *Sources*, Ch. 1, "The Oracle Bone Inscriptions of the Late Shang Dynasty."

September 8 – last day to drop/add courses online

Week II

Tuesday, September 10

TOPICS Myths and Writing

READINGS *Sources*, Ch. 2, "Classical Sources of Chinese Tradition;" Ch. 25, *Origins of Korean Culture*; Ch. 41: "The Earliest Records of Japan."

Friday, September 13

TOPICS Confucianism, pt. 1

READINGS *Sources*, Ch. 3, "Confucius and the Analects."

Week III

Tuesday, September 17

TOPICS Early Confucianism, pt. 2

READINGS *Sources*, Ch. 4, “Mozi;” Ch. 6, “Mencius.”

Friday, September 20

TOPICS Daoism

READINGS *Sources*, Ch. 5, “Laozi and Zhuangzi.”

October

Week IV

Tuesday, September 24

TOPICS The Evolution of Confucianism

READINGS *Sources*, Ch. 6, “Xunzi,” Ch. 7, “Legalists and Moralists.”

Friday, September 27

TOPICS Confucianism and Daoism in Practice: The Han Dynasty

READINGS *Sources*, Ch. 10, “*The Imperial Order and Han Syntheses*,”

Week V

Tuesday, October 1

TOPICS Korea: The Three Kingdoms

READINGS *Sources*, Ch. 26, "The Rise of the Three Kingdoms"

Friday, October 4

TOPICS Japan: Early Records and Shintoism

READINGS *Sources*, Chs. 41-42

Week VI

Tuesday, October 8

TOPICS Buddhism in Theory and Practice

READINGS *Sources*, Chs. 15-16

Friday, October 11

TOPICS Mid-term Exam

READINGS

Week VII

Tuesday, October 15

TOPICS Buddhism and State Formation in Korea

READINGS *Sources*, Chs. 27-28, "The Introduction of Buddhism;" "Consolidation of the State"

Friday, October 18

TOPICS Buddhism and Conflict with Religious Practices in Korea

READINGS *Sources*, Chs. 29-30, "The Rise of Buddhism;" "Local Clans"

Week VIII

Tuesday, October 22

TOPICS State Formation in Japan

READINGS *Sources*, Chs. 43-44, "Prince Shotoku," "Chinese Thought and Institutions in Early Japan."

Friday, October 25

TOPICS Buddhism and State Formation in Japan

READINGS *Sources*, Chs. 45-47.

Week IX

Tuesday, October 29

TOPICS Musée Guimet Presentations

READINGS Musée Guimet Presentations

30 October - 3 November Fall Break!

November 4, Last day to withdraw from a course/no credit option

Week X

Tuesday, November 5

TOPICS The Neo-Confucian Revival

READINGS Foundations of Late Imperial China and Aristocratic Culture in China

Friday, November 8

TOPICS Aristocratic Culture in Heian Japan

READINGS Selections from *Tale of Genji*, Chs. 1-4

Week XI

Tuesday, November 12

TOPICS Heian Japan Continued

READINGS *Tale of Genji* continued

Friday, November 15

TOPICS Women in Traditional East Asian Society

READINGS *Genji*, Continued

Week XII

Tuesday, November 19

TOPICS Women in Traditional East Asian Society

READINGS *Genji*, Continued

Friday, November 22

TOPICS Women in Traditional East Asian Society

READINGS *Genji*, finish

Week XIII

Tuesday, November 26

TOPICS Warrior Culture in Japan

READINGS *Sources*, Ch. 50, "The Way of the Warrior;" Ch. 56, "Law and Precepts of the Warrior Houses"

Friday, November 29

TOPICS Warring States in Japan and Unification

READINGS *Sources*, Ch. 57, "The Regime of the Unifiers."

Week XIV

Tuesday, December 3

TOPICS Choson (Joseon) Korea and its Foundations

READINGS *Sources*, Ch. 35 "Political Thought in Early Choson."

Friday, December 6

TOPICS East Asia and the Early Modern World

READINGS *Sources*, Ch. 57, "The Korean War," Selections from "The Voyages of Zheng He.

December 7 -- 11, Reading days

December 13 Final exams

Textbooks

Title	Author	Publisher	ISBN	Required
Sources of East Asian Tradition, Vol. 1: Premodern Asia	De Bary, Wm. Theodore	Columbia University Press	9780231143059	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Participation (Attendance and Participation in Discussions) 20%

Quizzes (Announced and unannounced) 10%

Reading Journal 20% (See Below)

Mid-Term Exam 10% **October 11.**

Musée Guimet Source Write-up and Presentation 10% **Due October 29**

Everything but Paper Assignment 15% **Due at the Final Exam, December 13**

Final Exam 15% **December 13**

Reading Journals

Each week, you will be expected to write responses to the reading. Each reading response will be due at 11:59 PM on Sunday.

The reflective journal is intended to be a space to make connections, your connections among the various complementary elements of the course. The object of the journal is not to think like me or to think like everyone else but to develop your own reflection. You can comment on reading assignments, lectures, discussions, or anything else that comes into your mind. Journal entries should summarize what you have seen, heard or read and they should end with thoughtful questions to bring to the next discussion. As the course progresses and you gain an increasingly complex understanding of the history of Asia, your journal entries should be making connections among the various elements that we have discussed. During the first week I will make suggestions for ways to organize your writing for each of our activities and assignments. In subsequent weeks I will ask you for suggestions about questions to address in the journal entries. I will grade the journals at the end of each week. I will suggest specific ways that you can develop your own reflection each time I grade the journals and I will ask you to share your thoughts with the class.

Depending on issues that arise in our discussions, I will provide a prompt for you to focus on in our journal entries or use certain connections or on certain problems. If you are struggling with ideas, you can choose a quote (one to three sentences) that is surprising, thought-provoking, or that inspires comparisons with other countries or contemporary situations. Can you connect an idea to your own experiences, to a different time period, or to another work that we have read? What words, images, or examples does the writer use to convey his argument? At the beginning of some classes, you will share your sentences with another person in class, and I may ask you to read your sentences aloud.

It is difficult to give a precise length but, as a rule of thumb, a good journal entry should be between 300-500 words.

At the end of each month, I will ask you to peer-review a reading through peergrade.io. Please make sure you are signed up for the peergrade.io site.

Grading

Your journal entries will be evaluated based on three criteria:

Commitment, Ambition, and Engagement.

A grade:

Commitment: The writer turns in all journal entries. Entries may vary in length, but they regularly go on for enough time to reflect and accommodate extended thought.

Ambition: Journal entries regularly try to consider issues or pose questions which engage the writer but for which the writer may have no ready answer. The writer is willing to speculate and to try to make connections between this course and his or her experience. The writer is not afraid to address complex and even paradoxical and contradictory ideas.

Engagement: The writer is clearly using the journal entries to 'push' his or her understanding of the learning experience in general.

B grade:

Commitment: The writer turns in all but three or four journal entries. The entries often reflect and accommodate extended thought, but at times they seem merely to summarize or to comment on the topic in an unengaged way.

Ambition: Journal entries often try to speculate about issues and questions and to make connections between the course and the writer's experience. But a number of entries discuss conclusions and/or summarize or respond in an unfocused way to the topic. The writer is also less comfortable with tension, dissonance, and paradox and tries to resolve or 'iron out' complexity.

Engagement: The writer sometimes uses journal entries to 'push' her or his understanding of the learning experience; a number of entries, however, seem formulaic or completed to fulfill the assignment.

C grade:

Commitment: The writer fails to turn in five or more journal entries.

Ambition: The journal entries seem cursory, the result of coercion rather than interest. There is little or no effort to speculate, to reach for more than obvious conclusions, or to connect with the writer's own experience.

Engagement: The writer rarely if ever uses journal entries to deepen, much less 'push' his or her understanding of the text or question in particular.

Musée Guimet Assignment, due October 29

The task of the midterm is to go and look at an artifact in the Musée Guimet that relates to our class. This could be any artifact in the museum that relates to the time period of our course (i. e., anything *before* c. 1500 CE).

You should use your interests to drive your decision.

Your midterm grade will consist of two components:

1) A written report of one of the artifacts that you have looked at. This should include a description of the actual piece or site itself. But more importantly, the report should situate the piece in the broader context of the course. How does the piece reflect some of the bigger questions that we've asked throughout the course? Your grade on this portion will depend on how well you can draw connections with things we've discussed in class. In other words, it's not enough for you to just mindlessly regurgitate an entry from Wikipedia. You need to engage with both the piece and with ideas that we've been dealing with in the course.

2) a presentation at the museum of around 3-4 minutes. Again, here you need to introduce the piece and describe it. But you also need to place the piece in the broader context of the class.

Other
