

## 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 the past, as well as an introduction to a key theme in the history of modern East Asia. The twin goals are thus to examine how people in the past “made history” through their writings and actions, and the processes by 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 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, in the process, to understand the history-making process. We will confine our interest in this voluminous and rich historical field to answering one set of questions: What was East Asia, and, as East Asia, how did it become Confucian? These questions, in turn, will allow us to engage with many different 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 stressed from the outset that you will not be required to memorize lengthy lists of names and dates, but we will strive toward developing greater clarity concerning the watershed moments and 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 the primary sources. Attached you will find a guide to the sort 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 or 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 Large 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

### ***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 6-7 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. *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



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

Or, Is the Pasta 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. 580.

Laurel Thatcher Ulrich, *A Midwife's Tale*, excerpts [PWeb].

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

\*\*REQUIRED FILM "6.65( )Tj(G)4 (m)d as

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 2, "Classical Sources of

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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. 414-8)

TEAM 2: Laozi (de Bary, Ch. 5, pp. 496-50)

TEAM 3: Zhuangzi (de Bary, Ch. 5, pp. 606-8)

TEAM 4: Mencius (de Bary, Ch. 6, pp. 699-2)

TEAM 5: Xunzi (de Bary, Ch. 6, pp. 921-5)

TEAM 6: Legalists (de Bary, Ch. 7, pp. 106-19)

TEAM 7: Militarists (de Bary, Ch. 7, pp. 119-25)

\*\*All: The *Zuo zhuan* (de Bary, Ch. 6, pp. 104-5)

*\*\*Debate*

Fri, Sep 23: Japan and Korea

Misako 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. 169-88.

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.

deBary, *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 Nor.07 Tdt(c)4 (ha)4 (pt)-12 (e)4 (r)3 ( )-10 zoe3 zoe3 udyw 0.26 0 Td [

Mon, Oct10: Origins of the Silk Road  
Richard C. Foltz,

Week 10: Preserving and Changing the "Chinese Pattern"

Mon, Oct 31:

Holcombe, *The Genesis of East Asia*, "Becoming Japanese" (section), pp. 194-214.  
deBary, *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.  
deBary, *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.



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. 2831.

*Short writing assignment 5 due - comparing Confucian states*

Wed, Nov 23:

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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**

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Week 14:

Mon, Nov 28:

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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* *TBREon3TJ0 Tc 1 Tf0.42 - Tw 7.79 0 T8( )TJ/21 ((onf)-h./21 (9J/21 (" )TJ(onf)-2 om)-2(c)4*

