

HIST 112-Asian Civilization to 1500

History Department, University of Northern Colorado
Fall 2024

3 credit hours

Instructor

Dr. Jiacheng Liu

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Office: Ross Hall 3280A

Office Hours: Tu & Th. 2-3:20 pm or by appointment

Course Catalog Description: Introduction to the historical development of pre-modern cultures in East, South, Southeast and Central Asia.

Course Description: This course is an introductory, comparative survey of the societies and cultures of pre-modern Asia from pre-history through roughly 1500. Given the fact that there is no meaningful Asia, which is a Eurocentric notion, this course will focus on East Asia since there is a reasonably coherent “East Asian civilization.” But we will also talk about other parts of Asia to explore the global influence of Buddhism and the Mongol Empire.

The course combines lectures and discussions. Lectures are devoted to the major themes and developments in pre-modern Asian history, including Confucianism, Daoism, Buddhism, state building, diplomatic relations, trade connections and tributary system, gender relations, and social and cultural changes, etc. Discussions will allow us to examine a variety of primary sources—such as poems, stories, diaries, legal codes, philosophical and religious writings, visual images, and official communications, etc.—to deepen our understanding of the issues covered in the lectures.

Important Dates (dates TBD)

Week 3 # 1 primary source analysis
Week 6 # 2 primary source analysis
Week 8 Midterm Historical Thinking Essay
Week 11 # 3 primary source analysis
Week 12 # 4 primary source analysis
Finals Week Final Exam

Liberal Arts Curriculum & GT Pathways

This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the History and International Studies category. The Colorado Commission on Higher Education has approved HIST 112 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-HI1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to

<http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html> _

UNC’s LAC outcomes in History are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for HI1. This includes CDHE competencies and student learning outcomes in Critical Thinking and Information Literacy.

LAC History Learning Outcomes + GTP Competencies & SLOs	Course Mapping
<p>Critical Thinking: Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>3. Formulate an Argument</p> <ul style="list-style-type: none"> a. Ask a question relevant to the discipline. b. Synthesize perspectives that answer it. c. Take a specific position. <p>4. Incorporate Evidence</p> <ul style="list-style-type: none"> a. Interpret/evaluate sources to develop an analysis or synthesis. <p>5. Understand Implications and Make Conclusions</p> <ul style="list-style-type: none"> a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and consequences of stated conclusion. 	<p>Primary source discussion/annotation – students individually and collectively analyze and discuss primary source readings from pre-modern Asian civilizations, drawing connections between text and context, formulating historical questions, and drawing conclusions based on historical evidence</p> <p>Essays – students answer assigned historical questions by analyzing primary source evidence from pre-modern Asian civilizations, drawing conclusions, making a historical argument supported by evidence, and documenting evidence via MLA, APA, or Chicago-style citations</p> <p>Exams – in midterm and final exams, students analyze primary source evidence from pre-modern Asian civilizations and evaluate secondary source evidence to answer essay questions on course content</p>
<p>Information Literacy: Information literacy refers to the set of skills needed to find, retrieve, analyze, and use information. Competency in information literacy represents a student’s ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use that information for the task or problem at hand.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>3. Evaluate Information Critically</p> <ul style="list-style-type: none"> a. Utilize a variety of information sources appropriate to the scope and discipline of the research question. b. Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, 	<p>Primary source discussion/annotation – students individually and collectively analyze and discuss primary source readings from pre-modern Asian civilizations, drawing connections between text and context, formulating historical questions, and drawing conclusions based on historical evidence</p> <p>Historical thinking activities – students read about various aspects of the discipline of history, including evaluating sources for credibility, the rationale for citation, and avoiding bias and other fallacies in historical research</p> <p>Essays – students answer assigned historical questions by analyzing primary source evidence from pre-modern Asian civilizations, drawing</p>

<p>audience, and bias or point of view, when evaluating information source.</p> <p>4. Use Information Effectively to Accomplish a Specific Purpose</p> <p>a. Synthesize information from sources to fully achieve a specific purpose.</p> <p>5. Use Information Ethically and Legally</p> <p>a. Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.</p>	<p>conclusions, making a historical argument supported by evidence, and documenting evidence via MLA, APA, or Chicago-style citations</p>
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Content Criteria for History (GT-HI1)	Course Mapping
<p>A GT Pathways History course:</p> <ul style="list-style-type: none"> • Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions. • Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency. • Investigates multiple historical primary sources and secondary accounts. • Analyzes multiple perspectives to create written narratives, interpretations, or syntheses. 	<p>All course content (lectures, primary and secondary source readings, etc.) and related activities and assessments (discussions, essays, exams, etc.) require students to analyze networks and patterns of political, cultural, technological, intellectual, and social change from the perspective of non-Western cultures, and to consider how these historical narratives shape their own national, cultural, individual, and corporate identities in the present.</p>

LAC International Studies Competency & SLOs	Course Mapping
<p>International Studies Competency: As part of a Liberal Arts Curriculum, the International Studies (IS) competency refers to students' ability to analyze complex, interdependent global systems (natural, physical, social, cultural, economic, technological and/or political, etc.) in order to identify sources of and strategies for addressing conflict, cooperation, inequity, and/or competition in a global context. Courses designated IS introduce students to variations in a range of human constructions including perspectives, ethics, cultures, discipline-based application of knowledge, and intellectual traditions. By building an</p>	<p>All course content (lectures, primary and secondary source readings, etc.) and related activities and assessments (discussions, essays, exams, etc.) require students to analyze networks and patterns of political, cultural, technological, intellectual, and social change from the perspective of non-Western cultures, and to consider how these historical narratives shape their own national, cultural, individual, and corporate identities in the present.</p> <p>Primary source discussion/annotation – students individually and collectively analyze</p>

<p>awareness of the interconnectedness of global systems, courses with the IS designation reveal to students the impact of countries, regions, or non-state actors on global systems individual identities, communities, and the potential for planetary sustainability.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context. 2. Apply discipline-based approaches to analyze complex, interdependent global systems, and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability. 4. Discuss discipline-based theoretical, cultural and/or intellectual perspectives within a global context. 	<p>and discuss primary source readings from pre-modern Asian civilizations, drawing connections between text and context, formulating historical questions, and drawing conclusions based on historical evidence</p> <p>Essays – students answer assigned historical questions by analyzing primary source evidence from pre-modern Asian civilizations, drawing conclusions, making a historical argument supported by evidence, and documenting evidence via MLA, APA, or Chicago-style citations</p> <p>Exams – in midterm and final exams, students analyze primary source evidence from pre-modern Asian civilizations and evaluate secondary source evidence to answer essay questions on course content</p>
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Other Student Learning Outcomes

Students who successfully complete this course should be able to:

- 1) Identify the major political and cultural features of the “Asian civilization.”
- 2) Be able to compare the connected but distinctive trajectories taken by each society in the region.
- 3) Understand the role and importance of Asia in the pre-modern world, including its interactions with the rest of the world.
- 4) Use a variety of primary and secondary sources to build a solid argument in oral and written forms.

Required Text/Course Materials:

This course uses only free, open-source materials, which can be divided to two types: **The textbook & primary documents** translated into English. **The textbook** *An Outline History of East Asia to 1200, third edition* by Sarah Schneewind (2022) is an open-access textbook, and you can download it via <https://escholarship.org/uc/item/9d699767> or on Canvas. **The primary documents** are made available through Canvas under “**Modules.**”

You **MUST** have read the textbook chapter(s) and primary documents **BEFORE** the class sessions.

Course Grading Scale/Assignments

Attendance & Participation: 20% (200 points)

- Participation consists of both **regular attendance** and **active participation** in discussion. **Students are allowed to miss two classes without an excuse**. For the two absences, **you don't need to let me know**. After the two absences a student's attendance & participation grade will suffer by 10 points per unexcused absence.
- Excused absences are permitted, but you need to be in touch with the instructor AHEAD of the excused absence, or in the case of sickness present a note from a doctor.
- **Missing class more than six times, excused or unexcused, is a sufficient ground for failing this course.**

Primary Source Analysis 30% (75 points × 4=300 points)

- Four response papers (1-2 pages) to primary sources, 25 points each. The prompt with detailed instructions will be distributed one week before the due date.

Midterm/Paper Assignment: 20% (200 points)

- The required essay (4 pages, 100 points) is due in week 8. The prompt with detailed instructions will be distributed two weeks before the due date.
- Papers will be downgraded 10 points per day but will not receive credit after four days late. Contact me if you have a legitimate excuse for an extension

Final exam: 30% (300 points)

- The final exam is cumulative and constitutes 30% and will be given on **Tuesday, December 6th**, 10:45am – 1:15pm

Course Grading Scheme

Your overall grade will be calculated using the plus/minus system. Specifically, pluses will be given to every grade ending in 7 or above within its percentile; minuses will be given to all grades ending in 2 or below within a percentile. The percentiles are as follows: 90th=A, 80th=B, 70th=C, 60th=D, 50th and below=F. For example, within the B range, an 80 to an 82 percent overall grade will earn a B-, an 83 to 86 will earn a B, and an 87 to an 89 will earn a B+. A+s, F+s,

Course Policies

Late Assignments

One of the lessons of college is accepting responsibility for your own work. You have advance warning of all assignments and their due dates in the syllabus, so plan accordingly. Unless you have a legitimate, university-recognized reason for doing so, any assignment submitted later than 11:59 PM on the due date will be docked 10% (one letter grade) per day.

Extensions

Each student begins the semester with three deadline extensions available to them: a one-day extension, a three-day extension, and a five-day extension. You may use one of these at any time. No need to tell me the reason; just send me an email to let me know which one you've decided to

use. You may only use one extension per assignment. Once you've used an extension, it is no longer available to you. For example, if you use your five-day extension, you will have one three-day extension and one one-day extension remaining for the rest of the semester. If you have already used all three of your extensions, you will not be granted an additional one. Note that these extensions do not apply to the final exam, which must be completed on time and submitted by 11:59 PM on Friday of finals week.

Disputed Grades

All questions regarding the accuracy of assignment grades must be addressed in writing no sooner than 24 hours and no later than two weeks after you receive the grade.

Civility and Troubling Content

Like history itself, this course involves difficult topics. We will examine troubling examples of war, religious persecution, torture, and sexual violence. We will also examine beautiful examples of heroism, courage, peaceful exchange, and compassion. It is imperative that everyone approach lectures, readings, and discussions with open minds and with tolerance for the views of others. Remember that tolerance does not mean you have to agree with what someone says, but it does mean you have to undertake to understand their perspective in good faith. You are free to disagree, but I insist that you do it in a civil manner. I will do my best to maintain an online environment conducive to rational discourse, and I expect you to do the same. If there are topics that you absolutely cannot engage in due to trauma, please let me know. This does not mean I will omit troubling content; it does not help to be delicate about the past. However, I will attempt to forewarn you, and we can discuss necessary measures.

University Policies and Resources

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code). <https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>

Do not plagiarize in your written work. While quoting others and paraphrasing their ideas are important parts of historical writing, you must always cite your sources. If you plagiarize and I catch you (and I should add that I have done so most semesters), you will fail the assignment, and depending on the nature of the plagiarism, you may fail the class. Handing in the same paper for two classes (either two you are taking concurrently or one you have taken in the past) constitutes cheating. Further, cheaters and plagiarizers will be reported to the Dean of Students; whatever punishment they choose to exact will be beyond my purview.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

Confidential Campus Resources

Assault Survivors Advocacy Program (ASAP)

Office: 2nd floor of Cassidy Hall Office Phone: 970-351-1490

Web: unco.edu/asap

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: advocacy@unco.edu

UNC Counseling Center

Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm

Web: unco.edu/counseling-center

Psychological Services

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Hours: By Appointment

Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student *resources*, or to schedule an *appointment*, visit the website: www.unco.edu/career/students or for student *events*, visit: www.unco.edu/career/events.

Office: University Center 2nd floor

Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)

924 20th St

Greeley, CO 80639

(970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)

HIST 112

1410 20th St
Greeley, CO 80639
(970) 351-2424
ChavezCenter@unco.edu

Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership
Development
1915 10th Ave
Greeley, CO 80639
970-351-1492
cwge@unco.edu

Center for Gender and Sexuality (Resource Center)
2215 10th Ave., Campus Box 42
Greeley, CO 80631
970-353-0191
gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)
928 20th St., Campus Box 41
Greeley, CO 80639
(970) 351-2351
MGCC@unco.edu

Native American Services (Cultural Center)
924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)
1815 8th Ave
Greeley, CO 80631
970-351-1403
timothy.nellett@unco.edu

Food Insecurity and Basic Needs

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.

Class Schedule

(Subject to Change)

Week 1

T. Aug 23- **Introduction**

- Syllabus review and expectations

R. Aug 25- **Overview of China, Korea, and Japan: Geography and History**

- Robert W. McColl, “Understanding the Geography of China: An Assemblage of Pieces” on Canvas;
- “Japan’s Geography”
<http://afe.easia.columbia.edu/japan/japanworkbook/geography/japgeo.html>
- “Geography of the Korean Peninsula,”
<https://www.thoughtco.com/the-korean-peninsula-1435252>
- Familiarize yourself with the Map of East on Canvas

Week 2

T. Aug 30- **Origin of Chinese Civilization & Bronze Age China**

- Schneewind, *An Outline History of East Asia to 1200*, Ch. 1. (pp.1-19)
 - Documents: “Yao tien [Canon of Yao]” from the *Book of Documents*; Oracle Bone Inscriptions; “King Wen” from the *Classic of Odes*

R. Sep 1- **The Warring States Period and the Age of Philosophers**

- Schneewind, *An Outline History of East Asia to 1200*, Ch. 2. (pp.20-41)

Week 3

T. Sep 6- **Intellectual Foundations of Early China: Confucianism (I)**

- Documents: Selections from “The Analects of Confucius.”
- # 1 primary source analysis is due

R. Sep 8- **Intellectual Foundations of Early China: Daoism & Legalism (II)**

- Documents: Selections from “Tao Te Ching,” “Zhuang zi,” and “Han Feizi”

Week 4

T. Sep 13- **The Qin Unification and Building a Centralized State**

- Schneewind, *An Outline History of East Asia to 1200*, Ch. 3. (pp.42-57)
- Documents: Li Si, “Memorial on the Burning of Books and Annexation of Feudal States.

R. Sep. 15- **The Empire of the Han: Bureaucracy and State-Building**

- Schneewind, *An Outline History of East Asia to 1200*, Ch. 4. (pp.58-79)

Week 5

T. Sep 20 - **Ancient India and Its Religion: Buddhism and Hinduism**

- *<Optional>* Schneewind, *An Outline History of East Asia to 1200*, Ch. 5. (pp.80-98)
- Documents: excerpts from the Vedic literature

R. Sep 22- **Buddhism and Its Transformation in China (1): Mahayana Buddhism**

- *<Optional>* Schneewind, *An Outline History of East Asia to 1200*, Ch. 5. (pp.80-98)
- Documents: “The Parable of Burning House.”

Week 6

T. Sep 27- **Buddhism and Its Transformation in China (2): Chan Buddhism**

- Documents: Excerpts from “The Platform Sutra of the Sixth Patriarch;”

R. Sep 29- **The Mulian Story: Syncretism of Confucianism, Daoism and Buddhism**

- Documents: “The Great Maudgalyayana [Mulian] Rescue His Mother from Hell.”
- **# 2 primary source analysis is due**

Week 7

T. Oct 4- **Identifying Korea and Foundation Myths**

- Schneewind, *An Outline History of East Asia to 1200*, Ch. 6. (pp.99-103 only)
- "Foundation Myths," in Peter H. Lee, *Anthology of Korean Literature from Early Times to the Nineteenth Century* (pp. 3-16)

R. Oct 6- **Understanding Early Japan: Geography & Shinto Myth**

- Documents: Excerpts from *Weizhi*; Legends concerning Shinto deities

Week 8

T. Oct 11- **Early State and Society in Japan and the Continental Influence**

- Schneewind, *An Outline History of East Asia to 1200*, Ch. 6. (pp.117-127 only)
- Documents: “The Constitution of Prince Shōtoku,”

R. Oct 13- **Midterm/Write your Paper**

Week 9

T. Oct 18- **The Sui and Tang Empires: Mid-Imperial Cosmopolitanism**

- Schneewind, *An Outline History of East Asia to 1200*, Ch. 7. (pp.131-138 only)

R. Oct 20- **Three Kingdoms & Unified Silla**

- Schneewind, *An Outline History of East Asia to 1200*, Ch. 8. (pp.163-73 only)

Week 10

T. Oct 25- **The Decline of the Tang Dynasty**

- Han Yu’s “Memorial on the Bone of the Buddha,” & “Emperor Wuzong’s Edict on the Suppression of Buddhism.”

R. Oct 27- **The Transition from the Tang to the Song**

- Schneewind, *An Outline History of East Asia to 1200*, Ch. 10. (pp.207-222 only)
- Document: Wang Anshi, “Memorial on the Crop Loans Measure”

Week 11

T. Nov 1- **Life in the Song Seen through a 12th-century Scroll**

- Screening BBC documentary “Chinese Art” on Canvas & the animated “Beijing Qingming Scroll”

- # 3 primary source analysis is due

R. Oct 27- **The Intellectual and Social Change in the Southern Song**

- Document: Excerpts from *The Attractions of the Capital (Hangzhou)*

Week 12

T. Nov 8- **Screening Beijing Olympics opening ceremony**

R. Nov 10- **Review of the Chinese History from the Shang to the Song**

- # 4 primary source analysis (second half) is due

Week 13

T. Nov 15- **Heian Court Culture**

- Schneewind, *An Outline History of East Asia to 1200*, Ch. 9. (pp.177-194)
- Primary document on “The Kondei System”

R. Nov 17- **The Rise and Fall of the Mongol Empire**

- Ebrey & Walthall, Ch. 12 “China under Mongol Rule (1215-1368)” (pp. 198-209) and “Connections: The Mongol Rule” (pp. 162-168)

Week 14

T. Nov 22- **The Rise of Samurai and Kamakura Shogunate**

- Karl Friday, “Once and Future Warriors: The Samurai in Japanese History”
<https://www.asianstudies.org/wp-content/uploads/once-and-future-warriors-the-samurai-in-japanese-history.pdf>
- Document: “Selected Documents of the Kamakura Bakufu;” Legal document about the estate stewards, in Ebrey & Walthall, p. 190
- <Optional/extra credit opportunity> # 5 primary source analysis is due

Enjoy Thanksgiving Break, no class (Nov 23-28)

Week 15

T. Nov 29- **Ashikaga Shogunate and Muromachi Era**

- Documents: Excerpts from the Kemmu Code, 1336; Excerpts from “An Account of my hut”

R. Dec 1- **Wrap up and Prepare for the Final Exam**

Final Exam: Tuesday, December 6th, 10:45am – 1:15pm