

History 251: Survey of East Asian Civilization

Professor Eric Setzekorn

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Classroom Location: Krug Hall 242

Class time: Tuesday 4:30 PM-7:10 PM

This is a general introduction to the history of East Asia. The time span covered is from the Neolithic period into the modern era, with an emphasis on the pre-1850 period. We will learn about major trends in the intellectual, cultural, social, and political history of the region. By looking at the history and dynamics of East Asian civilizations, we will better understand modern and contemporary Japanese, Korean, and Chinese politics, cultures, and societies.

Course Objectives:

By the conclusion of the course students should have acquired:

1. A general knowledge of the history of East Asia, specifically of Japan, China and Korea.
2. A basic familiarity with important people/places/events in pre-1850 East Asian history.
3. An ability to evaluate historical information, including primary source documents.
4. The ability to evaluate and think critically about the history and express an opinion in well-written essays and short responses.

Course Material:

Textbook: *A History of East Asia: From the Origins of Civilization to the Twenty-First Century* by Charles Holcombe (second edition).

All other assigned readings are available from links provided in the syllabus, are posted on Blackboard or are available from the GMU library website.

Course Requirements:

Class Participation: 10% of course grade

Student contribution to class discussion and activities is an essential part of this course. Student contributions to building a shared complex conversation about history is a key element in the active learning process and will help us build a collaborative learning environment. The goal in assigning a classroom participation grade is not to measure the number of times students have spoken, but how well they have understood the subject matter, enriched discussion, and contributed to their classmates learning. In addition to spoken participation we will also have occasional short writing exercises, roughly one paragraph in length, conducted during class that are intended to help us work through

historical questions as a class. Please come to class having completed the reading assignments for the week and ready to collaborate in our shared learning experience.

Writing Assignments:

-Article Review 10% of the course grade

Journal articles allow historians to discuss and debate key issues. In articles, historians present historical research and discuss how sources should be interpreted. Understanding the style and techniques of a historical article can be useful when writing your own papers and thinking about history in a professional manner.

Read the article listed below and write a review (roughly 500 words) that describes the important questions raised by the article, the sources used by the author, the primary argument presented and why the author feels this topic is important. Due date: 10 September by 11:59 PM EST.

Mu-chou Poo, "The Use and Abuse of Wine in Ancient China."

<https://login.mutex.gmu.edu/login?url=https://www.jstor.org/stable/3632333>

Learning Objective: Understand historical research, writing and argumentation.

-Mid-Term 30% of the course grade

The mid-term exam will consist of one short response question and one essay, and will be conducted in our classroom on 3 October at our regular class time. Please bring a "Blue Book," to the exam. The response to the short response question should be no more than 500 words, and the essay should be no more than 1,000 words. Due date: End of the class period on 3 October.

Learning Objective: The mid-term exam is designed to integrate the skills we have developed in understanding historical facts, interpretation and analysis in conjunction with presenting conclusions in a logical, articulate written response.

-Film Response 10% of the course grade

Films with historical subjects can be an interesting way to visualize periods of history.

Watch the 1953 Japanese film, *Gate of Hell*, which depicts a personal conflict in the late Heian period, then write a 200-word response to the following question: In the context of Heian Japan, which of the films three primary characters (Morito, Lady Kesa, and Wataru Watanabe) is the hero, who is the villain, and why? Due date: 22 October by 11:59 PM EST. https://fod-infobase-com.mutex.gmu.edu/p_ViewVideo.aspx?xtid=56940

Learning Objective: Understand human behaviors in different historical contexts.

-Final Exam 40% of the course grade

The final exam can be completed “at home,” and will consist of a short response question and two essays. The response to the short response question should be no more than 500 words, and the two essays should be no more than 1,000 words each. The final exam questions will be posted on Blackboard on 29 November. Due date: Tuesday, 12 December by 11:59 PM EST.

Learning Objective: As the capstone assignment of this course, the final exam is designed to integrate the skills we have developed in understanding historical facts, interpretation and analysis in conjunction with presenting conclusions in a logical, articulate written response.

Assignment Submission: The article review, film response, and final exam assignments should be submitted on Blackboard using the Assignment tab as a word file (not a pdf). Please include your name in file title, for example “Smith Article Review.” The mid-term exam will be conducted in our classroom using “Blue Books.”

Format: The format for the article review, film response, and final exam writing assignments is double-spaced, with one-inch margins. 12-point Times New Roman font. Quotations and sources cited according to The Chicago Manual of Style. Formatted using The Chicago Manual of Style

Grading:

Grade Scale: All assignments are graded on a scale from 0-100 points.

Letter Grade	Percent Grade
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

Writing Assessment Criteria:

I use these general considerations in evaluating your written work.

Sources: Has the writer chosen appropriate evidence to support the argument? Does the writing demonstrate a good understanding of the evidence and evaluate the sources?

Argument: Is there an easily identifiable thesis or overall argument? Is the argument clear? Is it particularly original or insightful? Is it a “historical” argument?

Structure: Is the paper well-organized and coherent? Does the writing stay on the subject? Is the argument consistent from beginning to end?

Style: Are there problems in sentence structure, grammar and syntax? Are words or terms used incorrectly? Is the reader able to understand your thoughts quickly and accurately?

Please refer to the grading criteria and rubric in the appendix for specific characteristics of each grade.

Schedule of Classes

1. 22 August: Introduction
 - Textbook: Chapter 1, The Origins of Civilization in East Asia
 - Primary Sources: Oracle Bone Inscriptions
http://afe.easia.columbia.edu/ps/cup/oracle_bone_general.pdf
2. 29 August: Early China
 - Textbook: Chapter 2, The Formative Era
 - Primary Source Documents:
Selections from Xunzi: http://afe.easia.columbia.edu/ps/cup/xunzi_human_nature.pdf
The Book of Lord Shang: http://afe.easia.columbia.edu/ps/cup/book_of_lord_shang.pdf
Selections from Laozi: http://afe.easia.columbia.edu/ps/cup/laozi_govt.pdf
3. 5 September: Imperial China and Emerging States
 - Textbook: Chapter 3, The Age of Cosmopolitanism
 - Primary Sources:
History of the Kingdom of Wei
http://afe.easia.columbia.edu/ps/japan/wei_history_wa_pimiko.pdf
 - Assignment: Article Review Mu-chou Poo, “The Use and Abuse of Wine in Ancient China.”
<https://login.mutex.gmu.edu/login?url=https://www.jstor.org/stable/3632333>
4. 12 September: An East Asian Community
 - Textbook: Chapter 4, The Creation of a Community
 - Primary Source Documents:
Constitution of Prince Shotoku
<http://afe.easia.columbia.edu/ps/japan/shotoku.pdf>
 - Watch: *How Buddha Became Chinese*
<http://mutex.gmu.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=96306&xtid=143730>

5. 19 September: Tang & Song/Koryo Korea & Heian Japan
 - Textbook: Chapter 5: Mature Independent Trajectories
 - Article: James Liu, "Polo and Cultural Chang from T'ang to Sung China"
<https://www-jstor-org.mutex.gmu.edu/stable/2718962>
 - Primary Sources:
 - The Ten Junctions of Wang Kon
http://afe.easia.columbia.edu/ps/korea/ten_injunctions.pdf?option=com_docman&task=doc_view&gid=581
 - Constitution of Prince Shotoku
<http://afe.easia.columbia.edu/ps/japan/shotoku.pdf>

6. 26 September: Women in East Asia and the Mongols
 - Article: Anna Andreeva, "Childbirth in Aristocratic Households of Heian Japan"
https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/19u1omk/cdi_scielo_journals_S0211_95362014000200005
 - Article: Bret Hinsch, "Women in Early Imperial China," Chapter 2, Kinship
<https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/detail.action?docID=616407>
 - Book Chapter: Frank McLynn, Genghis Khan, Chapter 1, The Nomads of Mongolia
<https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/reader.action?docID=2039762&ppg=38>
 - Articles: Timothy May, "The Training of an Inner Asian Nomad Army in the Pre-Modern Period," <https://www-jstor-org.mutex.gmu.edu/stable/4138118>

7. 3 October: Mid-Term (We will conduct the mid-term in-class at our normal class time)
 - Assignment: Mid-Term

8. 10 October: Fall Break (No Class)

9. 17 October: Movie (No In-Class Meeting)
 - Movie: *Gate of Hell*. 1953. Director Teinosuke Kinugasa. Available for streaming from the GMU library Films on Demand:
https://fod-infobase-com.mutex.gmu.edu/p_ViewVideo.aspx?xtid=56940
 - Assignment: Film Response

- 10.24 October: Early Modern East Asia-Qing China
 - Textbook: Chapter 6, p. 167-183
 - Primary Sources:
 - Yuan Huang: Ledge of Merit and Demerit
http://afe.easia.columbia.edu/ps/cup/yuan_huang_ledger.pdf
 - Twenty-Four Examples of Filial Piety
http://afe.easia.columbia.edu/ps/cup/twentyfour_exemplars.pdf

11. 31 October: Early Modern East Asia-Japan
 - Textbook: Chapter 6, p. 183-198
 - Primary Sources:

Yamaga Soko The Way of the Samurai

http://afe.easia.columbia.edu/ps/japan/soko_samurai.pdf

-Article: D.E. Mills, "Kataki Uchi-: The Practice of Blood Revenge in Pre-Modern Japan" <https://www-jstor-org.mutex.gmu.edu/stable/311761>

12. 7 November: Early Modern East Asia-Korea

-Article: Sun-Hee Yoon, Repertoires of Power: Early Qing-Choson Relations (1636-1644).

<https://doi-org.mutex.gmu.edu/10.1179/1547402X14Z.00000000034>

-Primary Sources:

Yu Hongyang, On Slavery

http://afe.easia.columbia.edu/ps/korea/slavery_yuhyongwon.pdf

Song Siyol, Instruction for My Daughter

http://afe.easia.columbia.edu/ps/korea/song_siyol_daughter.pdf

Pak Ch'o, Anti-Buddhist Memorial:

http://afe.easia.columbia.edu/ps/korea/hostility_to_buddhism.pdf

13. 14 November: Nineteenth Century Encounters

-Textbook: Chapter 8, The Nineteenth Century Encounter of Civilizations

-Primary Sources:

Two Edicts from the Qianlong Emperor

http://afe.easia.columbia.edu/ps/china/qianlong_edicts.pdf

Feng Guifen, Western Learning

http://afe.easia.columbia.edu/ps/china/feng_guifen_western_learning.pdf

Yi Hangno Sinify the Barbarians

http://afe.easia.columbia.edu/ps/korea/yihangno_barbarians.pdf

Meiji Restoration Charter Oath

http://afe.easia.columbia.edu/ps/japan/charter_oath_1868.pdf

14. 21 November: Marginalized Communities

Watch: Separation, The Ascent of Women

<http://mutex.gmu.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=96306&xtid=114441>

15. 28 November: Late Nineteenth and Early Twentieth Century East Asia

-Textbook: Chapter 9, The Age of Westernization

-Primary Sources:

Han Yi, Destroying the Family

http://afe.easia.columbia.edu/ps/cup/hanyi_destroying_family.pdf

1901 Qing Reform Edict

http://afe.easia.columbia.edu/ps/cup/qing_reform_edict_1901.pdf

I have checked the links recently and they are stable. If you have an issue with a link please send me an e-mail to that I can address the issue.

Office Hours: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. I will be having numerous Zoom office hour sessions throughout the semester, generally near our assignments.

Possible Schedule Changes: Due to travel, inclement weather or other unforeseen circumstances, I might need to make schedule changes or post a lecture video on Blackboard instead of meeting in person. Please check your GMU e-mail at least once a week.

Technology Requirements: Activities and assignments in this course will regularly use the Blackboard learning system, available at <https://mymason.gmu.edu>. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.) Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly and plan ahead.

Late work: Our class only meets once a week, so completing assignments on time is critical to keep up with the course schedule. Assignments submitted late are subject to point deductions of ten percent per week. The final exam must be submitted by the due date with no exceptions. Please see me if you are having challenges during the semester so that we can work on an effective solution together. Late work will not be accepted based on individual technical issues.

University policies:

Religious holidays: In accordance with university policy, students should notify faculty of their intention to be absent from class on their day(s) of religious observance so that alternative learning opportunities can be developed.

GMU Honor Code: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” You can find a copy of the Honor Code at: <https://oai.gmu.edu/full-honor-code-document/>

Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions.

Note: Assignments submitted via Blackboard are evaluated using SafeAssign.

Credit Hours Policy: Over 15 weeks, students will spend 2.5 hours (150 minutes) per week in class activities (lecture). Required readings and assignments are expected to take up, on average, four hours per week.

Academic accommodations and support: Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

Additional support (academic and otherwise) may be obtained through Counseling and Psychological Services (CAPS): <http://caps.gmu.edu/> The University's Mental Health Services offers assistance and referral to address students' personal, social, career, and study skills problems. For additional information see: <https://shs.gmu.edu/services/mentalhealth/>

Title IX: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

FERPA: Family Educational Rights and Privacy Act of 1974. When a student turns 18, or attends a postsecondary institution, FERPA rights belong to the student, not the parent. All students at Mason control access to all of their educational records and must give consent before that information is disclosed to any third party, including parents. The best way for families to stay involved and informed about their student’s progress is to communicate directly with the student. Students must use their Mason email account to receive important University information, including communications related to this class.

Appendix: Grading Criteria

All written work in the course will be graded according to the following standards:

A+ (97-100): Offers a genuinely new understanding of the subject. Argument/Thesis is definitive and exceptionally well-supported with sources, and counterarguments are addressed completely. Written style is grammatically correct and well structured.

A (94-96): Work of superior quality that demonstrates a high degree of original, critical thought. Argument/Thesis is clearly articulated and focused, evidence is significant. Paper is well written with a clear, logical structure.

A- (90-93): A well-written, insightful papers that is above the average expected work. Argument/Thesis is clearly defined, evidence is relevant and purposeful.

B+ (87-89): Writing that meets all standards. Thesis is articulated, the treatment of supporting evidence is strong and the answer is well-presented and well-constructed.

B (84-86): Writing is a successful consideration of the topic and demonstrates average performance. Argument/Thesis is stated and supported. Paper is clear and organized.

B- (80-83): Slightly below the average. Argument/Thesis is presented, but the evidence does not fully support it. The analysis is not fully developed and the paper may have structural flaws.

C+ (77-79): Writing is generally missing one or more of the key elements described above. The argument/thesis may be vague or unclear, evidence may be inadequate, analysis may be incomplete.

C (74-76): The writing fails to meet the class standards. While it might express an opinion, it makes inadequate use of evidence, has little coherent structure, is critically unclear, or lacks the quality of insight deemed sufficient to explore the issue at hand adequately.

C- (70-73): Attempts to address the question, but conspicuously fails to meet the standards in several areas. The thesis may be poorly stated with minimal evidence and counterarguments may not be considered. Structural or style flaws detract from the readability of the paper.

D (60-69): Writing lacks evidence, understanding and critical thinking. It fails to address the assigned question or present a coherent thesis and lacks evidence of effort or understanding of the subject matter.

F (0-60): Fails conspicuously to meet standards. Writing has no thesis; suffers from significant flaws in respect to structure, grammar, and logic, and displays an apparent lack of effort to achieve the course requirements. Gross errors in construction and development detract from the readability of the paper, or it may display evidence of plagiarism or misrepresentation.

Appendix: Writing Rubric

	Excellent (A+, A, A-)	Good (B+, B, B-)	Needs Improvement (C+, C, C-)	Not Acceptable D, F
<i>Style</i>	Use of correct grammar, punctuation and spelling. Sentences are clear, complete and of varying lengths. Words used are striking but natural, varied and vivid.	A few errors to fix, but general use of correct conventions. Well-constructed sentences. Some fine and some routine word choices.	Enough errors to distract a reader. Sentences are often awkward, run-ons, or fragments. Words used are often common. Writing could use some “color.”	Numerous errors which make the work difficult to read. Run-on sentences and paragraphs; sentence fragmentation. Same words used over and over again; confusing word choices.
<i>Argument /Critical Thinking</i>	An argument is stated and explanation provided. Clear and accurate reasons are provided in support of the argument. Discussion of reasons against the argument; explanation of why argument remains valid. Personal engagement with the material shows that the writer cares about argument.	An argument is made. Reasons are provided in support of the argument, but some are overlooked. Reasons against the argument are discussed, but some are neglected. Tone of writing gets the message across, but could have been written by anyone.	Claim/argument is buried, confused, and/or unclear. A few weak reasons are provided that don’t support the claim/argument, or are irrelevant or confusing. Mention that there are reasons against the claim/argument, but reasons not discussed. Writing is too formal; no hint of personal engagement.	Claim/argument is not stated. Reasons are not provided in support of the claim/argument. Reasons against the claim/argument are not acknowledged or discussed. Writing is either too formal or informal; clear indication of disinterest in the work.
<i>Sources</i>	Arguments and examples demonstrate thorough familiarity with course materials. Recognition of, and distinction between, main and supporting arguments in the course materials.	Arguments and examples demonstrate basic familiarity with course materials. Identification of the key arguments in the course material.	Arguments and examples demonstrate some familiarity with course materials. Recognition of arguments in the course material, but difficulty in distinguishing arguments.	Limited demonstrated familiarity with course materials. Limited recognition of arguments; difficulty in discerning differences between arguments and evidence, commentary, etc.
<i>Structure</i>	Work is clearly organized with a logical structure that supports the thesis. Transitions are smooth and the reader can easily understand the material.	Writing is organized but the structure is not consistent throughout the paper. Transitions are present but somewhat awkward.	Work is not well organized, and structure only weakly supports the argument. Transitions are choppy and it is difficult to understand the main points.	Work has no organizational structure and no transitions. Paragraphs do not support each other, or the overall argument. Logical flow of ideas is lacking.