

HH 1002: *Asia-Pacific in Global History: Pre-1800*

Asst. Prof. Nicholas Witkowski

Email: nwitkowski@ntu.edu.sg

Office Hours: By appointment

Time: Tuesday 12:30-1430

Course Aims

This course will introduce you to the history of cultures of the Asia-Pacific regions covering the period from the rise of the state until 1800 with a focus on everyday life for the ruling classes and their subject populations. In addition to scholarly accounts of family life, state-formation, sexuality, economics, and religion, you will read literature from a variety of contexts in order to develop an intimate relationship with the individuals and groups in each culture. This literature will include ancient Indian epic, Confucian texts on the state and family, the *Kāmasūtra*, and stories from the Tang and Song dynasties. In this course, you will also consider modern anthropological parallels in order to bring to life the familial, cultural, social, and political worlds of pre-colonial India, China, and Southeast Asia.

Intended Learning Outcomes

By the end of this course, you (as a student) will be able to:

1. Compare and contrast the historical processes at work across a wide range of pre-colonial Asian cultural contexts.
2. Analyze and interpret primary source materials from pre-colonial South Asia, East Asia, and Southeast Asia.
3. Utilize secondary scholarly materials to develop evidence-based, well-reasoned arguments about the relationship of primary materials to broader historical trends.
4. Develop historical empathy for a wide range of social groups in pre-colonial Asia.

Requirements and Expectations

Participation - 10%: You are required to be present and ready to participate in each lecture class and during group discussions in the tutorial, having completed the week's readings beforehand. Both the readings **AND** lectures will be tested on the final exam. Readings for the upcoming week should be completed by **Friday**.

Weekly Online Submissions - 15%: Each week, you are to submit online a 400-word **analysis** of at least one **primary source utilizing accompanying secondary sources**. You will submit the primary source analysis on (or before) **Saturday at 6pm** prior to class to give other students the opportunity to read through your argument. You will discuss these one-page analyses of the readings in small discussion groups (each with 5 members) in tutorial. On **Sunday**, please read the primary source analysis of the members of your group and prepare a short response (one paragraph) explaining where you agree or

disagree with their analysis. In these discussions with other students, you will come together to **formulate evidence-based, well-reasoned arguments** for your **interpretations** of the primary sources of that week.

Mid-term Essay - 25%: You will submit a 1500-word essay (due Week 7 on Blackboard). You will submit a 300-word abstract explaining how you will support the thesis (due Week 4 on Blackboard). The essay instructions and topic will be posted on blackboard during Week One.

The professor will determine the argument of the essay. The role of the student will be to draw upon primary and secondary sources to **conceptualize** and **explain** the reasons for the **historical process** outlined in the argument. The essay will have a clear thesis paragraph and a clear concluding paragraph. Outline all the paragraphs of the essay carefully before beginning to write, so when you finish one paragraph, it segues naturally into the argument of the next. Be sure to quote both primary and secondary sources. No block quotes! Every quotation should be relatively short and fit naturally into your own prose. Please proofread for grammar, spelling, and errors in usage (read over at least 3 times). Remember, the basic question framing the essay is already set out for you. Your goal is to fill that argument out by reading the primary sources and forming your own interpretations with the support of secondary sources.

Final Exam - 50%: You will be examined on the **historical processes** at work throughout pre-colonial Asia but the focus will be on the three case studies of India, China, and Southeast Asia. The final exam will test your understanding of how to interpret key primary sources based on leading scholarship.

Course Outline

Week (1) **1) Course Introduction, 2) Transition from Ancient to Early Medieval India**

Readings: Murphey, “Introduction” and chapters 1 and 3; Scott chapters 1 and 5 (Blackboard)

Assignment: midterm exam essay question (due Week 7)

Week (2) **Asceticism, Bodily Discipline, and Political Power in the Medieval Indian Court**

Readings: Murphey, chapter 4; Ali, “Anxieties of Attachment,” 103-139; Roy, “King’s Household,” 55-60; *Kāmasūtra* (KS), Introduction, pages xxxix-xlv, Chapter 1 and Chapter 3; *Arthasāstra* (AS) (Blackboard)

Exercise: When reading Ali, “Anxieties of Attachment,” read footnotes carefully. Then, look up the reference in each footnote in your *Kāmasūtra* or *Arthasāstra* texts on Blackboard. Read each

Kāmasūtra or *Arthaśāstra* passage cited in “Anxieties of Attachment” carefully.

Week (3)

Birth Pangs of the Chinese State

Readings: Murphey, chapter 5; Puett, “The Haunted World of Humanity,” 95-116 (Blackboard); *Xunzi*, chapter 19 (Blackboard)

Week (4)

Ritual and Political Legitimation in the Early Chinese State

Readings: Puett, “Ritual Disjunctions,” 218-229; Legge’s *Liji (Book of Rites)*, selections (Blackboard)

Abstract/Introduction (300 words) for Midterm essay (Blackboard)

Week (5)

Patterns of Governance in the Chinese Imperium—Tang Formations

Readings: Murphey, chapter 8; Ditter et al., *Tales from Tang Dynasty China*, selections (accessible as ebook on NTU Library)

Week (6)

Everyday Life in the Song Dynasty

Readings: Murphey, chapter 11; Zhang, *Record of the Listener*, selections (accessible as ebook on NTU Library)

Week (7)

Religion, Art, and Political Legitimation in the Medieval Indian Court I

Readings: Thapar, *Early India*, chapter 9; Gordon, *When Asia was the World*, “Xuanzang,” 1-20 (Blackboard)

Mid-term Essay Due (on Blackboard)

Week (8)

(A) Religion, Art, and Political Legitimation in the Medieval Indian Court II (B) Mughal India

Readings: Thapar, *Early India*, chapter 11; Latham, *Travels of Marco Polo*, selections (Blackboard)

- Doniger, Wendy (2013). *The Rig Veda*. New York: Penguin.
- Geertz, Clifford (1980). *Negara: The Theatre State in Nineteenth-Century Bali*. Princeton: Princeton University Press.
- Gordon, Stewart (2008). *When Asia was the World*. London, Yale.
- Latham, Ronald (1958). *The Travels of Marco Polo*. New York, Penguin.
- Legge, James (1882). *Liki [Book of Rites]*. Oxford: Clarendon Press.
- Puett, Michael (2014). "Ritual Disjunctions: Ghosts, Philosophy, and Anthropology," In *The Ground Between: Anthropologists Engage Philosophy*. Durham: Duke University Press, 218-232.
- Murphey, Rhoads (2015). *A History of Asia 7th edition*. New York: Routledge.
- Roy, Kumkum (1992). "The King's Household: Structure/Space in the Sastric Tradition," *Economic and Political Weekly* 27(43/44), 55-60.
- Scott, James C. (2017). *Against the Grain: A Deep History of the Earliest States*. New Haven: Yale.
- Tambiah, Stanley (1976). *World Conqueror & World Renouncer: A Study of Buddhism and Polity in Thailand against a Historical Background*. Cambridge: Cambridge University Press.
- Thapar, Romila (2003). *The Penguin History of Early India: From the Origins to AD 1300*. London: Penguin.
- Zhang, Cong Ellen (2018). *Record of the Listener: Selected Stories from Hong Mai's Yijian Zhi*. Indianapolis: Hackett.
- Zhou, Dagan (1992). *Cambodia: A Record of the Land and its People*. Bangkok: Silkworm Books.

Course Policies

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all lectures/tutorials punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason can affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Late submission of assignments and extensions

Midterm essay assignments that are submitted past the due date will be deducted 10% off the mark assigned per day that the assignment is late, down to the pass mark (40%). That is, you will not be failed merely on late submission, but there is a significant penalty per day. If you receive 65% and your assignment is 1 day late, your mark will be 55% (a 10% penalty). If you receive 60% and your assignment is 4 days late, you will receive 40% (since I do not deduct below the pass mark).

Extensions: If you require an extension please email me **prior to day the assignment is due**. Extensions will only be given in cases of illness (in which a student presents a medical certificate) or in serious extenuating circumstances.

Appendix: Course Style Guide

1. Format of all written assignments

1.A. Font

The essay should be in Times New Roman font. The body of paragraphs should be 12 point size. Headings should be 14 point size and footnotes 10 point size.

1.B. Spacing

The body of the essay (including block quotations) should be double spaced. However, footnotes may be single spaced.

2. Elements of style

2.A. Quotations

Double quotation marks should be used. Quotations within quotations should be indicated with single quotation marks. Place commas and full stops inside quotations and other punctuation marks (e.g. colons and semi-colons) outside the quotation, unless they are part of the quoted text.

Short quotes: Short quotations from other sources should be included in quotation marks within the body of the paragraph.

Block quotes: Quotations of four or more lines (before indenting) should be formatted as a block quote. In a block quote, the quoted text should be in a separate paragraph from the main text and indented from the margin. Neither italics nor quotation marks should be used in a block quote unless they appear in the original. The footnote to the quote should be included at the end of the quote, after the punctuation mark. The quoted text should be in double line spacing (like the main text).

2.B. Spelling

The essay should be in the English language. Students may use either American or British spelling, but should be consistent throughout. Quotations should follow the original text precisely, even if there are spelling or grammatical errors in the original. Students should insert “[sic]” after spelling and grammatical mistakes in quotations.

2.C. Italics

Italics should be used for non-English language words. However, words of non-English language origin that are commonly used in English (such as “bazaar”) do not need to be in italics. Moreover, foreign language proper nouns such as names, places, and organisations (for example, “Guomindang” or “Barisan Nasional”) should not be italicised.

2.D. References to titles in the text

References to the titles of books, pamphlets, films, etc. should follow the referencing style (see section 2 below). Thus, the following titles should be italicised: books; pamphlets; periodicals; plays; and films. The following should be enclosed in quotation marks: titles of articles; book chapters; unpublished works; and theses.

2.E. Brackets

Round brackets should be used in the main text (these are round brackets). Square brackets should be used for insertions in quotations, if an insertion is required so that the quoted sentence makes sense. For example: Washington stated in his 1796 Farewell Address, “The unity of government which constitutes you one people is also now dear to you [the American people].”

2.F. Numbers and dates

Spell out numbers less than ten, except for page numbers and dates, and material in footnotes and bibliography (see section 2 below on referencing style).

For dates, use the following forms: 20 December 1875; 1875–77; nineteenth century; 1870s; 200 B.C. and A.D. 200. Including A.D. is only necessary if non-inclusion would cause confusion. Abbreviations may be used in footnotes, e.g.: 20 Dec. 1875.

The following are examples of correct and incorrect references to decades:

The doctor gave up smoking back in the 1980's. → Incorrect

The doctor gave up smoking back in the 1980s. → Correct

The doctor gave up smoking back in the '80's. → Incorrect

The doctor gave up smoking back in the '80s. → Correct

3. Footnote and bibliography referencing style

Students are required to use the 16th edition of the *Chicago Manual of Style*, which is available on-shelf in the NTU library. Below are examples of footnote and bibliography references taken from the Chicago style guide.

3.A. Footnotes

The first time a work is referenced in the footnotes, a full reference (including full author name, title and publication details) should be used. Subsequent references should be shortened to author's family name, short title and page number. When the same work is referenced in two consecutive footnotes, "Ibid., [page number]" should be used for the second footnote.

Book

One author

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.

[Short reference: Pollan, *Omnivore's Dilemma*, 3.]

Two or more authors

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.

[Short reference: Ward and Burns, *War*, 59–61.]

Four or more authors: List all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s* . . .

Editor, translator, or compiler instead of author

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

[Short reference: Lattimore, *Iliad*, 24.]

Editor, translator, or compiler in addition to author

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.

[Short reference: García Márquez, *Cholera*, 33.]

Chapter or other part of a book

Book chapter:

1. John D. Kelly, “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War,” in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.

[Short reference: Kelly, “Seeing Red,” 81–82.]

Preface, foreword, introduction, or similar part of a book

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

[Short reference: Rieger, introduction, xxxiii.]

Book published electronically

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL. Include the year that the book was published, not the date it was put online, or the date you accessed it. If no fixed page numbers are available, you can include a section title or chapter number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.

2. Philip B. Kurland and Ralph Lerner, eds., *The Founders’ Constitution* (Chicago: University of Chicago Press, 1987), <http://press-pubs.uchicago.edu/founders/>.

3. Austen, *Pride and Prejudice*. [Short reference]
4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19. [Short reference]

Periodical

Article in a print journal

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article. If you access a print journal electronically, you do not need to include the URL or DOI (Digital Object Identifier). A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. URL's and DOI's are only necessary for journals which are published in electronic format only (see below).

1. Joshua I. Weinstein, "The Market in Plato's *Republic*," *Classical Philology* 104 (2009): 440. [Short reference: Weinstein, "Plato's *Republic*," 452–53.]

Article in an online journal

Include a DOI if the journal lists one. If no DOI is available, list a URL. Do not include an access date.

1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.

[Short reference: Kossinets and Watts, "Origins of Homophily," 439.]

Article in a newspaper or popular magazine

If you consulted the article online, include a URL; an access date is not necessary. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, "But Enough about Me," *New Yorker*, January 25, 2010, 68.
2. Sheryl Gay Stolberg and Robert Pear, "Wary Centrists Posing Challenge in Health Care Vote," *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.
3. Mendelsohn, "But Enough about Me," 69. [Short reference]
4. Stolberg and Pear, "Wary Centrists." [Short reference]

Book review

1. David Kamp, "Deconstructing Dinner," review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

[Short reference: Kamp, "Deconstructing Dinner."]

Unpublished source

Essay or dissertation

1. Mihwa Choi, “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty” (PhD diss., University of Chicago, 2008).

[Short reference: Choi, “Contesting *Imaginaires*.”]

Paper presented at a meeting or conference

1. Rachel Adelman, “‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).

[Short reference: Adelman, “Such Stuff as Dreams.”]

Website

Because website content is subject to change, include an access date or, if available, a date that the site was last modified.

1. “Google Privacy Policy,” last modified March 11, 2009,
<http://www.google.com/intl/en/privacypolicy.html>.

2. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.

3. “Google Privacy Policy.” [Short reference]

4. “Toy Safety Facts.” [Short reference]

3.B. Bibliography

The bibliography below contains examples of each of the source types listed above. **The source type is included in square brackets after the example. You obviously should not include this in your bibliography.** The sources should be listed in the bibliography according to alphabetical order (as below).

For journal articles and book chapters, include the page number range of the article/chapter in the bibliography. For other types of books, it is not necessary to include the pages or chapters you consulted.

Bibliography entries should be indented from the margin from the second line (as below).

- Adelman, Rachel. “‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009. [Paper presented at a meeting or conference]
- Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition. [Book published electronically]
- Choi, Mihwa. “Contesting *Imaginares* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008. [Essay or dissertation]
- García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988. [Editor, translator, or compiler in addition to author]
- Google. “Google Privacy Policy.” Last modified March 11, 2009. <http://www.google.com/intl/en/privacypolicy.html>. [Website]
- Kamp, David. “Deconstructing Dinner.” Review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review. <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>. [Book review]
- Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010. [Book chapter]
- Kossinets, Gueorgi, and Duncan J. Watts. “Origins of Homophily in an Evolving Social Network.” *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247. [Article in an online journal.]
- Kurland, Philip B., and Ralph Lerner, eds. *The Founders’ Constitution*. Chicago: University of Chicago Press, 1987. <http://press-pubs.uchicago.edu/founders/>. [Book published electronically]
- Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951. [Editor, translator, or compiler instead of author]
- McDonald’s Corporation. “McDonald’s Happy Meal Toy Safety Facts.” Accessed July 19, 2008. <http://www.mcdonalds.com/corp/about/factsheets.html>. [Website]
- Mendelsohn, Daniel. “But Enough about Me.” *New Yorker*, January 25, 2010. [Article in a newspaper or popular magazine]
- Pollan, Michael. *The Omnivore’s Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006. [Single author book]
- Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982. [Preface, foreword, introduction, or similar part of a book]

- Stolberg, Sheryl Gay, and Robert Pear. "Wary Centrists Posing Challenge in Health Care Vote." *New York Times*, February 27, 2010. Accessed February 28, 2010.
<http://www.nytimes.com/2010/02/28/us/politics/28health.html>. [Article in a newspaper or popular magazine]
- Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007. [Book with two authors]
- Weinstein, Joshua I. "The Market in Plato's *Republic*." *Classical Philology* 104 (2009): 439–58. [Article in a print journal]