

<b>Academic Year</b>	2024-2025	<b>Semester</b>	1
<b>Course Coordinator</b>	Alasdair Chi		
<b>Course Code</b>	HH2005		
<b>Course Title</b>	East Asia: Tradition and Modernity		
<b>Pre-requisites</b>	HH1001 What is History?		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39 (Lecture: 26 hours, Tutorial: 13 hours)		
<b>Proposal Date</b>	08 June 2024		

### Course Aims

This course aims to provide students with foundational understanding of the East Asia's past from prehistory to the early 20<sup>th</sup> century, including major dynastic reigns, philosophical, cultural and literary works, the influence and movement of religious traditions, and changing intra-regional relations and trade. Those interested in understanding East Asian identity, regional relations, cultural practices, and political and social values will benefit from this course. This will prove foundational for contextualizing the later contact with, and adaptation to, European influences in the region; this course will also provide context for deeper studies of East Asian philosophy, literature and religion. Students will write about regional identity, the flows of cultural practice, the processes of cultural assimilation, the *longue-durée* of inter state relations and the uses of "tradition" and "modernity" in the past and present to justify philosophies and policies. Students will find this course useful beyond its historical contents as to this day these histories inform rhetoric, public policy and communication and even current narratives used in tourism.

### Intended Learning Outcomes (ILO)

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

1. Describe the major currents and issues of major dynastic periods in the last 2000+ years, in terms of culture, arts, philosophy, religion and politics.
2. Evaluate using close detailed analysis, historical artefacts, art, monuments, literature and philosophical works, and describe the primary forces which led to the production.
3. Evaluate the how 'tradition' and 'modernity' have been constructed and used throughout East Asian history.
4. Critically assess the changing political, cultural, economic relations between different regions of East Asia over time based on past precedence.
5. Communicate your findings concerning the above to others in writing and in person.
6. Synthesise a broad variety of literature, state policy, religious documents, and visual arts to make arguments about historical process in different historical time periods.

### Course Content

- Philosophy
- Literature
- Art History
- Political Policy
- Religion
- Dynastic History
- Regional Relations
- Analysis of Different Kinds of Historical Sources

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes (See History's LOs)	Weighting	Team/ Individual	Assessment Rubrics (See History's assessment rubrics)
Mid-Term Test	1,2,3,4,6	1,2,3,7,8,9,10	10%	Individual	2,3,4,5,7,8,9,11
Research Essay:	1,2,3,4,5,6	1,2,3,4,5,6,7,8,9,10,11	25%	Individual	1,2,3,4,5,6,7,8,9,10,11,12,14,15
Class Participation	1,2,3,4,5,6	1,2,3,5,6,7,8,9,10,11	15%	10% Individual and 5% Team	2,3,4,5,6,7,8,9,11,12,13,14,15
Examination	1,2,3,4,6	1,2,3,7,8,9,10,	50%	Individual	2,3,4,5,7,8,9,11,14,15
Total			100%		

**Descriptions of assessments:**

**Mid-Term Test (10%):** A mix of multiple choice and short answer questions covering topics up to the first half of term.

**Research Essay (25%):** 2,000 words, not including bibliography. 5% for Proposal, 20% for Paper. Some of the key skills in research include formulation of a viable research question, and the ability to adapt and reformulate it in the face of new, or missing, evidence. You can pick any topic from the regions and periods discussed in the syllabus. Use the Sinological style sheet provided. You must include basic elements like dates and full names of individuals, texts and reign periods. A minimum of 6 secondary sources and 1 primary source from outside of the course syllabus are required. This can be a material object.

**Proposal:** You will have a chance to submit your research proposal to the instructor and get feedback on the viability of the project and suggestions for available sources. Your proposal should be roughly half a page or more, and state the basic research question, fundamental assumptions, and the argument you plan to make. It should include a bibliography, correctly formatted, of six or more items.

**Class Participation (15%):** This includes small-group discussion and large-group discussions in tutorial, timely reading of assignments, and observation of classroom decorum (no texting, surfing, gaming), as well as spot quizzes.

**Examination (50%):** This summative examination will cover the entire course, with a focus on the latter half of term. Thus, major topics from the first half of semester will also be covered. It will consist of a mixture of multiple choice, short answer and long essay questions.

### Formative feedback

You will receive formative feedback through written responses to your papers and presentations. You will also receive verbal feedback through in-class discussion or one-on-one meetings, as necessary.

### Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Material Analysis of Objects	The analysis of paintings, charts, sculpture, as well as literary texts will teach you how to assess the material, cultural, and political culture in which it was produced, and the kind of statement/importance the object had in its time and place. This extends “close reading” (see below) to gaze beyond the text to wider material culture, and how to avoid anachronistic readings.
Close Reading	It teaches you to analyse primary sources and read them from the perspective of the time period.
Team-based Discussion	It teaches you to evaluate, present, and synthesise different arguments, perspectives and historical sources with reference to secondary arguments as well as to contemporary values and assumptions.

### Reading and References

Texts subject to changes.

You are expected to review chapter excerpts in Ebrey as background for each class.

Ebrey, P.B. and Walthall, A. (2013) *East Asia: A Cultural, Social, and Political History*: Cengage Learning.

Bol, Peter “For Perfect Order: Wang An-shih and Ssu-ma Kuang,” *This Culture of Ours*, 212-253.

Chittick, A. *The Jiankang Empire in Chinese and World History*. New York, NY [USA]: Oxford University Press, 2020.

Cohen, W.I. (2000) *East Asia at the Center: Four Thousand Years of Engagement with the World*: Columbia University Press.

de Bary, Wm. Theodore. and Irene, B. (1999) *Sources of Chinese Tradition, Volume 1*, 2nd ed: Columbia University Press.

de Bary, W.T. (2010) *Sources of Japanese Tradition Volume 1: From Earliest Times to 1600*, Eds. D. Keene, G. Tanabe and P. Varley, New York: Columbia University Press.

Ebrey, Patricia *The Inner Quarters: Marriage and the Lives of Chinese Women in the Sung Period*, 1-44, 261-272.

Ennin (1955) *Ennin's diary: the record of a pilgrimage to China in search of the law*, Reischauer, E.O. trans. New York: Ronald Press Co.

Farris, W.W. (1998) *Sacred texts and buried treasures: issues in the historical archaeology of ancient Japan*, Honolulu: University of Hawaii Press

Holcombe, Charles. (2001) *The Genesis of East Asia, 221 B.C.-A.D. 907*: University of Hawaii Press

J. Edward Kidder, Jr. (2007) *Himiko and Japan's elusive chiefdom of Yamatai: archaeology, history, and mythology*, Honolulu: University of Hawaii Press.

Peter, H.L., Wm. Theodore de B., Yongho, C.o., and Hugh, H.W.K. (1997) *Sources of Korean Tradition: Volume One: From Early Times Through the Sixteenth Century*: Columbia University Press.

Seth, M.J. (2011) *A history of Korea : from antiquity to the present*, Lanham: Rowman & Littlefield.

Soumaré, M. (2009) *Japan in Five Ancient Chinese Chronicles: Wo, the Land of Yamatai, and Queen Himiko*, Eds. A.J. Bryant, D. Mana and M. Hall: Kurodahan Press.

Wang Zhenping (2005) *Ambassadors from the islands of immortals: China-Japan relations in the Han-Tang period*: University of Hawaii Press.

## **Course Policies and Student Responsibilities**

### **(1) General**

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes 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 they 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 seminar, you must inform the course instructor via email prior to the start of the class.

### **(3) Late Work and Extensions**

Any assessable material that is late will lose marks at the rate of 10% (of the maximum grade) per day. Missing a presentation or not scheduling a presentation will result in a zero grade that component.

Extensions will only be granted in very special cases and only then when requested at least one week in advance of a deadline.

## **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

**GAI Usage:**

Use of General Artificial Intelligence (GAI) is permitted in the following situations: 1) Assist in generating key ideas only; 2) Assist in refining syntax and grammar for correct language submission only. The final write-up MUST be the student's own work.

Students must preserve a digital paper trail showing the way the GAI assistant was used. This should be a Word document specifying the particular GAI assistant used and include the prompts given to the GAI assistant and the GAI output, or outputs if several are generated. Use of GAI assistance is not permitted in the development or generation of this assignment or project.

**On the Digital Paper Trail:**

Students are required, besides submitting the final work in the NTULearn facility, to also submit the paper trail as a Word document or documents, in a second and separate assignment section for this purpose under NTULearn. For assignments where the submission is non-digital, the students can create a photo journal or a blog to document the journey and submit the pdf of this instead.

This digital paper trail must be maintained for later reference, at least until the end of the Academic Year following the semester in which the relevant assignment is submitted. This is to preserve the potential evidence in case there is a later complaint or suspicion relating to academic integrity violations regarding that submission, or for further investigation by the school or other schools or the university when other academic integrity matters are raised regarding the same student, and it is deemed desirable to cross-check conduct in earlier courses.

The student must sign and submit with the assignment/project write-up a declaration regarding such use. In addition, the student must provide footnote or in-text references in the submission indicating any text paraphrase or significant fact or idea that originated with the GAI assistant.

*See example below:*

Reference list entry example (with a shareable link generated by the AI tool)

OpenAI. (2023). ChatGPT (Aug 7 version) [Large language model].

<https://chat.openai.com/share/46ce4720-19bd-4c21-84f0-7a69ec4af03d>

**Course Instructors**

Instructor	Office Location	Phone	Email
Alasdair Chi	N/A (Part-Time)	90661592	ALASDAIR001@ntu.edu.sg

**Planned Weekly Schedule**

Week	Topic	Course LO	Readings/ Activities
1	Introduction, East Asian Prehistory and the Shang Dynasty	1,2,3,4, 5,6	Ebrey 1 *The Genesis of E. Asia, Ch. 1: "Introduction," 1---7  East Asia at the Center, Ch. 1, pp. 1---17
2	China: Early Statecraft of the Zhou and Qin Dynasties	1,2,3,4, 5,6	Ebrey 2  SCT, Section: "The Theoretical Basis of the Imperial Institution," pp. 237---273 (partial)  Choose between "The Springs and Autumns of Mr. Lü," "The Guanzi," and "The Syncretist Chapters of the Zhuangzi" for weekly reflection or presentation.
3	China: Unification in the Han Dynasty	1,2,3,4, 5,6	Ebrey 3  Holcombe, Ch. 3: "Civilizing Mission," 30---77
4	China: Northern and Southern Dynasties, the 'Jiankang Empire' thesis, Buddhism and Daoism	1,2,3,4, 5,6	Ebrey 4, Chittick  Holcombe Ch 4 "Beyond East Asia" 78-108 <i>Introducing Chinese Religions</i> , Ch. 5: "Spread and Flourishing of Buddhism in China," pp. 112-137  SCT, Ch. 15, pp. 415-432 Please choose between: "Mouzi: Disposing of Error," and "Huaiyu: A Monk Does Not Bow Down Before a King"
5	Japan: Foundations in the Yayoi to Nara Period	1,2,3,4, 5,6	Ebrey 7  Sacred Texts and Buried Treasures, Ch. 1: "The Lost Realm of Yamatai," pp. 9---54  Japan in Five Ancient Chinese Chronicles, Ch. 1: "The Chronicle of the Wei," pp. 1--26 (required); pp. 27---145 (reference only) 10/11

6	China: Tang Dynasty and the Cosmopolitan Metropolis of Chang'an	1,2,3,4, 5,6	Ebrey 5
7	East Asia and Buddhism: Chinese cultural influence in Heian and Silla	1,2,3,4, 5,6	Ebrey 6,9  Ambassadors from the Islands of Immortals, Ch. 7: "Weight and Nuances in State Letters," pp. 139--- 179  SJT, Section: "Japan in the Chinese Dynastic Histories," pp. 10---11  Ambassadors from the Islands of Immortals, Ch. 4: "The Voyage to China," pp. 66---85 and Ch. 5: "The Journey to Chang'an," pp. 86---102  Ennin's Diary, pp. 1-7; pp. 26-27
8	China: The Song Dynasty Economic Revolutions and the Maritime Silk Road	1,2,3,4, 5,6	Ebrey 8  Bol, 212-253  Ebrey <i>Inner Quarters</i> , 1-44, 261-272
9	East Asia at War: Mongolian invasions and influence—Yuan and the Pax Mongolica, Kamakura and Muromachi, Goryeo	1,2,3,4, 5,6	Ebrey 12,13
10	Global Maritime East Asia: Ming, Edo, Closed Doors and European contact and influence	1,2,3,4, 5,6	Ebrey 14, 17
11	Early Modernity in East Asia: Manchu invasions and influence—Qing and Joseon	1,2,3,4, 5,6	Ebrey 16, 15
12	Epilogue: The "European" Nineteenth Century, the Meiji Revolution and the Turn of the 20 <sup>th</sup> Century	1,2,3,4, 5,6	Ebrey 18-20
13	Review Session	1,2,3,4	-

### **History Programme Intended Learning Outcomes (ILOs)**

1. {Competence} Investigate and explain the role of a range of historical processes in the political, cultural, and societal formation of the modern world.
2. {Competence} Compare and contrast the major historical approaches and theories.
3. {Competence} Analyze and interpret primary and secondary historical sources.
4. {Competence} Collect and synthesize large quantities of historical evidence.
5. {Creativity} Formulate novel historical arguments and explanations that effectively deploy primary and secondary source evidence.
6. {Creativity} Develop novel ways of conceptualizing and explaining history and its significance to specialist and non-specialist audiences.
7. {Communication} Articulate compelling, evidence-based, and well-reasoned arguments in written and oral form.
8. {Communication} Present historical ideas and evidence to specialist and non-specialist audiences in a variety of media.
9. {Civic Mindedness} Develop “historical empathy” with regards to individuals and groups in the past.
10. {Character} Understand the professional, ethical, and moral responsibilities of historical practice.
11. {Character} Demonstrate an understanding of how to appropriately acknowledge and build upon the work of others

Provisional