

## Early East Asia

### History 3056

#### Point Loma Nazarene University

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**Course Description:** This course is an introduction to the societies and cultures of pre-modern China, Japan, and Korea, three of the countries that make up the geographical and cultural unit of East Asia. Of the great civilizations of the world, East Asia grew up in perhaps the greatest isolation from the West; and one goal of this course is to point up what is distinctive about the East Asian traditions—about “East Asian Civilizations.” A second goal is the study of the relationship between the evolution of China, Japan, and Korea as distinct cultures themselves. Since China has had the longer history and the greater influence on the development of pre-modern East Asia, China is the focus of the first, somewhat longer portion of the course. The second portion will examine how Japan and Korea, despite considerable linguistic, intellectual, and political borrowings from China, diverged from the Chinese pattern of development to form a culture with its own very distinctive artistic and literary tradition, political organization, and social and economic structure.

**Learning Outcomes:** Students taking this class should be able to:

- 1) gain general knowledge of the fundamental political, social, economic, and cultural structures of early China, Japan and Korea.
- 2) explain the key reasons and processes behind China, Japan and Korea’s historical transformation.
- 3) have an appreciation of China, Japan and Korea’s history in comparison to that of other countries in the East Asian region.
- 4) analyze and distinguish cultural, social, economic, and political traditions of the different feudal eras of China, Japanese and Korean history.
- 5) develop and persuasively argue an historical thesis in a written or oral assignment that effectively uses the sources as evidence.
  - Learning Outcome is assessed through measures such as examinations (objective and/or essay), writing assignments, presentations, quizzes, participation in discussions, and group activities.
  - Students with disabilities who may need accommodations are encouraged to discuss options with me after class during the first two weeks of class.

#### **Required Texts:**

Jacques Gernet, *Daily Life In China on the Eve of the Mongol Invasion, 1250-1276* (Stanford University Press, 1970)

Document Packet

**Format:** The general format of this class will be the combination of lectures, films and discussions. Regular class attendance and, for most students, energetic note-taking are required. I am a firm believer that listening and note taking are important and overlooked skills in the educational experience. For each lecture, I will identify a number of **key terms**, which should help to highlight the most significant points of the lectures. These terms, taken cumulatively, are the building blocks of

important analytical skills and you will be tested on them. During lectures, you are encouraged to ask questions. If you miss a lecture, then you need to copy the notes from one of your classmates.

## Course Policies

**Classroom Courtesy and Etiquette:** A respectful and professional attitude towards one's classmates and the classroom in general is expected. Leaving class early is not allowed. Cell phones are particularly unwelcome and must be turned off at all times.

**Attendance:** Attendance will be taken on a regular basis. Each student may miss two classes without penalty. Each absence thereafter will result in twenty-point deduction from the class participation grade. Student with excessive absences may be dropped from the roll at the discretion of the instructor. Students who miss class are responsible for information presented in class. Students with strong attendance and class participation may have borderline grades raised at the discretion of the instructor.

**Academic Honesty:** In accordance with Point Loma Nazarene University guidelines and in order to ensure positive learning environment for everyone, the course policy on academic honesty follows that of PLNU catalog. Cheating and plagiarism may result in failure in the course.

## Course Grading, Exams, and Assignments:

**Class Participation (100 Point):** You are expected to engage with weekly readings carefully and critically and participate actively in class discussions. Failure to attend class and participate in discussion will result in a deduction from your final grade.

**Journal (150 Point).** The purpose of this journal is to help you keep track of how historical events portrayed within the primary documents and to help you prepare for the discussion class. You are to answer on Review Questions from your assigned readings in your textbook each week. Your journal will be useful for discussions throughout the semester. You need to keep your journal current, as I will check them periodically, so that I can see how you perceive the class materials. Please bring your journal and text to every Discussion class.

**Book Review (50 Point):** You will need to read a *Daily Life in China* for your book review. The book review (2-3 pages) must be typed double-space in twelve point font. Pages should be numbered and papers should be stapled. Late paper will be penalized ten points per day. Direct quotes are encouraged but their historical significance must be explained. The assignment's purpose is to make the student analyze and comment on book. Do not retell the narrative. Assume that the audience already knows the book's plot and wants to know why it is significant.

**Book Presentation (100 Point):** You will need to read a *Daily Life in China* for your book review presentation. Your presentation should be based on the *Daily Life in China* on historical reconstruction of the past but need to bring other periods for the comparison. You could use supplemental sources such as your textbook, history books, or internet sources to support your presentation. But your presentation **must be** based on the historical sources, and you must include one page of **citations**. ➡ You prove your presentation by giving examples drawn from historical materials and from your book. So your presentation **must quote or bring examples from your book and from valid historical sources**. A good presentation must be based on historical evidence. Any presentation without proper citation form will fail.

**Film Review (100 Point):** In your lectures, you will watch several films and you must choose one to write a review essay. The Film review (3-4 pages) must be typed double-space in twelve point font. Pages should be numbered and papers should be stapled. Late paper will be penalized ten points per day. Direct quotes are encouraged but their historical significance must be explained. The assignment's purpose is to make the student analyze and comment on the films. Do not retell the story.

Assume that the audience already knows the film's plot and wants to know why it is significant. I will distribute more specific instructions and guidelines for the film review. I encourage students to relate the films to the texts we are reading in class, as well as do some research into the films.

**Examinations (500 Point):** 2 exams will be presented during the semester. Each examination might include:

1. a) An objective section consisting of multiple-choice based mostly upon the readings from the
2. b) An identification essay section in which students are called upon to identify and analyze the historical significance five out of ten items in at least one Full paragraph each.

**Make-ups:** Make-up examinations, quizzes, and assignments are both burdensome on me and unfair to the remainder of the class, and for both reasons make-ups are not readily given. Exceptions for good cause are allowed, but you should be prepared to provide written verification of any incident preventing you from not taking an exam on the designated day. Make-up exams may have a different format from the original one.

### Keep Track of Your Grade Using the Chart Below (1000 Total Point)

Assignment	Point Possible	Point Achieved
Class Participation	100	
1 <sup>st</sup> Examination	250	
Book Presentation	100	
Book Review	50	
2 <sup>nd</sup> Examination	250	
Journal	150	
Film Review	100	

### Grading Scale

A = 90~100%, B = 80~89%, C = 70~79%, D = 60~69%, F = 0~59%

Course Outline, Readings, and Assignments

(Subject to Minor Changes)

Note: Document readings must be completed for the day indicated.

Topic	Readings	Assignments
<b>Week One</b> (T. Jan. 14)		
Beginnings in East Asia	1-18	
Zhou Dynasty (Th. 01/16)	19-32	
<b>Week Two</b> (T. Jan. 21)		<b>Journal 1</b>
Zhou Dynasty & Warring States	33-50	<b>33-50</b>
<b>Week Two</b> (Th. Jan. 23)		
Chinese Thoughts	51-66	
<b>Week Three</b> (T. Jan. 28)		
Chinese Thoughts	51-66	
<b>Week Three</b> (Th. Jan. 30)		
Chinese Thoughts	<b>51-66</b>	
<b>Week Four</b> (T. Feb. 4)		
Qin Dynasty	67-86	
<b>Week Four</b> (Th. Feb. 6)		<b>Journal 2</b>
Han Dynasty	67-86 87-96	<b>87-96</b>
<b>Week Five</b> (T. Feb. 11)		
The Impact of Buddhism	97-119	
<b>Week Five</b> (Th. Feb. 13)		<b>Journal 3</b>
Tang Dynasty	97-119, 120-132	<b>120-132</b>
<b>Week Six</b> (T. Feb. 18)		
Medieval China (Song and Yuan)	<b>133-155</b>	
<b>Week Six</b> (Th. Feb. 20)		
	156-179	

(Song and Yuan)

**Week Seven** (T. Feb. 25)

1st Examination

**1st Examination**

Week Seven (Th. Feb. 27)

Calligraphy

Calligraphy

**Week Eight** (T. Mar. 4)

Oral Presentation

Week Eight (Th. Mar. 6)

Medieval China

Oral Presentation

Oral Presentation

Spring Break

**Spring Break (3/10~3/14)****Week Nine** (T. Mar. 18)

The Ming Dynasty

156-179

Journal 4

180-188

Week Nine (Th. Mar. 20)

The Ming Dynasty

156-179

Book Review Due

**Week Ten** (T. Mar. 25)

Qing Dynasty

156-179

180-188

Week Ten (Th. Mar. 27)

Early Korea and Japan

189-224

**Journal 5****190-213****Week Eleven** (T. April 1 )

Early Korea and Japan

189-224

Week Eleven (Th. April. 3)

Early Korea and Japan

Field Trip

**Week Twelve** (T. Apr. 8)

Koryo Dynasty

214-227

190-213

Week Twelve (Th. Apr. 10) Koryo Dynasty	Korean Instrument	Korean Instrument Practice
<b>Week Thirteen</b> (T. 04/15) Medieval Japan	Chapter 12 226-243	<b>Journal 6</b> <b>244-249</b>
Week Thirteen(Th. 04/17) Medieval Japan	Easter Break	Easter Break
<b>Week Fourteen</b> (T. 04/22) Medieval Japan	226-243	
Week Fourteen (Th. Apr.24) Cultural Encounters – Europeans in E. Asia	<b>250-254</b>	<b>Journal 7</b> <b>255-265</b>
<b>Week Fifteen</b> (T. Apr. 29) Tokugawa Japan	250-254	
Week Fifteen (Th. May 1) Tokugawa Japan	250-254	
<b>Week Sixteen</b>	Final exam week	Film Review Due (5/9)

## Presentation Guidelines: Reconstructing Chinese History

Your presentation should reconstruct an aspect of China's past by focusing on one chapter from your book. Choose a chapter that covers significant themes such as Chinese society, urban life, religions, or other important topics. Begin with a brief overview of relevant background information, then delve into your chosen chapter to highlight interesting or insightful aspects comparing with other periods. Use specific passages from the book to support your analysis, including page and line numbers for easy reference.

The goal is to enhance our understanding of a key element in Chinese history by exploring one or more central themes, events, motifs, or figures. While secondary sources can be cited if they provide valuable context or insights, the focus should remain on how these sources contribute to a deeper understanding of your main book's reconstruction of the past.

## Steps for Writing a Good Review (Books and Films)

## Introduce the subject, scope, and type of book/film

Identify the book/film by **author(director)**, **title**, and sometimes **publishing (producing) information**.

Specify the **type** of book/film (for example, fiction, nonfiction, biography, autobiography/documentary or feature film). Help your readers to review with perspective.

Mention the book/film's **theme**.

Sometimes you will need to include **background** to enable reader(s) to place the book/film into a specific context. For example, you might want to describe the general problem the book/film addresses or earlier work the author or others have done.

## Briefly summarize the content

**For a nonfiction book/documentary**, provide an overview, including paraphrases and quotations, of the book/film's thesis and primary supporting points.

**For a work of fiction/feature film**, briefly review the story line for readers, being careful not to give away anything that would lessen the suspense for readers.

## Provide your reactions to the book/film

**Describe the book/film:** Is it interesting, memorable, entertaining, instructive? Why?

**Respond to the book/film's opinions:** What do you agree with? And why? What do you disagree with? And why?

**Explore issues the book/film raises:** What possibilities does the book/film suggest? Explain. What matters does the book/film leave out? Explain.

**Relate your argument to other books or authors or films:** Support your argument for or against the author's opinions by bringing in other authors you agree with.

**Relate the book/film to larger issues:** How did the book/film affect you? How have your opinions about the topic changed? How is the book/film related to your own course or personal agenda.

## Conclude by summarizing your ideas

Close with a direct comment on the book/film, and tie together issues raised in the review. Briefly restate your main points and your thesis statement if your teacher requires it. If you like, you can offer advice for potential readers.

Please include your textbook references with your main reactions!