

University of North Carolina at Greensboro
East Asian History: Selected Topics - Silks and Spices: Exchanges of Goods and Ideas along
China's Frontier.

HIS 588: East Asian History Selected Topics

Fall Semester 2005

R 3:30 pm - 6:20 pm Graham Building 303

Instructor: James A. Anderson

Telephone: (336) 334-5209

Office: 242 MCVR

E-mail: jamie_anderson@uncg.edu (This is the best way to contact me throughout the week.)

Course web site: <http://www.uncg.edu/%7Ejaander2/HIS588-3/index.htm>

Office Hours: TR 11:00-11:50am, and by appointment

Course Description

Following the prosperous Silk Road of the Northwest and the thriving spice trade of the South China Sea regions, imperial Chinese courts remained engaged in international exchanges of goods and ideas since ancient times. This course will examine the intersection of trade and tribute in patterns of foreign relations China conducted with its neighbors through the arrival of European powers in the 16th century. Material trade, and the socio-cultural exchanges accompanying it, will serve as the central theme in this course. Through a critical reading of recent scholarship on related topics, we will determine for ourselves the impact that global trade patterns had on the historical development of this very important region of the world.

Students taking this course should reach the following goals by the end of the semester:

- Construct persuasive written arguments regarding issues of historical interpretation.
- Utilize the latest methods of Web-based technology to communicate with fellow students.
- Understand better the effect the ancient past has had on the modern world.
- Exhibit self-motivation and self-expression by exploring and asking questions regarding historical topics beyond personal life experiences.

Course Requirements

PLEASE NOTE: This course will be conducted as an upper-level seminar with a strong emphasis on classroom discussion and student presentations. I expect all students to attend and participate in all discussion sections. Moreover, the completion of all written assignments is necessary for a passing grade. It is important to note that more than three (3) absences will result in a failing grade in this course. No further excuses, for any reason, will be permitted. I also wish to note that no "incompletes" will be given for this class. Please remember to plan ahead!

I will require that all students establish e-mail accounts with Internet access. This course will occasionally involve interaction between the instructor and students outside of the lecture period. Please set up these accounts as soon as possible. If you have any questions, please do not hesitate to contact me.

Grading (Undergraduates)

Annotated bibliography (4-5 pages) 20%

Class presentation 10%

Historiographical essay (8-10 pages) 40%

Class participation 30%

Grading (Graduate students)

Historiographical essay (15-20 pages) 50%

Class presentation 20%

Class participation 30%

Annotated bibliography

All undergraduate students will produce short annotated bibliographies as their first written assignments. All graduate students will supply annotated bibliographies with their final historiographical essays. An annotated bibliography is a list of books, articles, and documents, in which each entry is followed by a brief description of the source itself. These descriptions, or annotations, are provided to advise the reader on the accuracy and usefulness of the materials you have cited in your bibliography. For a better sense of what it entails to create an annotated bibliography, I urge everyone to visit the Cornell University Library's web page "How to Prepare an Annotated Bibliography" at <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>. This page contains a very good overview of the process.

Web Site contributions

I have created a Web site for this classroom, which you and I will continue to expand as the semester progresses. Together we will discuss options for the expansion of the course web site during the first weeks of class. Students also can access course information, such as scheduled events (i.e. the syllabus you now hold in your hand), as well as terms mentioned in lecture. I will also list links to web sites of interest to our class. I urge everyone to visit the Jim Kapoun's web page on the Cornell Library site "Five Criteria for Evaluating Web Pages" (<http://www.library.cornell.edu/olinuris/ref/webcrit.html>) before "surfing" through these on-line materials. Moreover, I December include additional materials on the library's Electronic Reserve list. Please refer to the class Web site periodically for such materials.

Class presentations

All students will be required to present to the class a short summary and salient points from their final essays. We will discuss the nature of these presentations later on in the course. To assist with preparation for class presentation, we will attend a Speaking Center Workshop during the first hour of class on **November 3**. Attendance will be required of all students.

Historiographical Essay

An historiographical essay is a critical overview of a variety of historical interpretations of an oftentimes narrowly focused topic. Such essays can take different forms, and we will discuss these forms during this

course. As an example, I will place one of my own historiographical essays from graduate student days on e-reserve at the library.

Please remember that the quality of your writing, particularly the clarity and persuasiveness of your argument, will factor into the final grading. Late papers will be penalized half a letter grade for each day beyond the original due date.

Classroom Discussions

Discussion and the exchange of ideas are very important components of this course. Everyone will be required to participate, and you should feel free to ask questions in every class. Each student will come to class having read the texts and prepared to discuss them. I will not hesitate to call on all students to participate. However, you should feel free to speak with me before class, if you find it difficult to speak in a public setting. In that case, you December submit your questions before each class in writing.

Required Reading

1. Foltz, Richard C. *Religions of the Silk Road: Overland Trade and Cultural Exchange from Antiquity to the Fifteenth Century*. New York: Palgrave Macmillan, 2000; ISBN: 0312233388.
2. Wriggins, Sally. *The Silk Road Journey with Xuanzang*. New York: Westview Press, 2003. ISBN: 0813365996.
3. Chaudhuri, K.N. *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*. Cambridge: Cambridge University Press, 1985. ISBN: 0521285429.
4. Pomeranz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Revised edition. Princeton: Princeton University Press, 2001. ISBN: 0691090106.

For “background reading,” please consider the following sources:

1. A video in the collection at TLC, “Mandate of Heaven.”
2. Waley-Cohen, Johanna. *The Sextants of Beijing: Global Currents in Chinese History*. New York: Norton, 1999.

All other materials for this course will be available on e-reserve (electronic reserve) at the library.

Reading Schedule

WEEK'S TOPIC	READINGS AND DISCUSSION
TRADE & TRIBUTE: A THEORETICAL DISCUSSION	
August 18: Course introduction.	Film: <i>A Thousand Miles Beyond the Yellow River</i>
THE SILK ROAD	
August 25: Agents of Exchange along the Silk Road	Readings: 1. Elisseeff chapter, "Approaches Old and New to the Silk Roads" (on e- reserve) 2. Yang chapter, "Historical Notes on the Chinese World Order" (on e- reserve) 3. Legrand chapter, "Mongol Nomadic Pastoralism: A tradition between Nature and History" (on e- reserve) Film: <i>Glories of Ancient Changan</i>
September 1: Agents of Exchange along the Silk Road (cont.)	Readings: 1. Adshead chapter, "China in Late Antiquity," Parts A&B (on e-reserve) 2. Polanyi chapter, "Traders and Trade" (on e-reserve) Film: <i>The Art Gallery in the Desert</i>
September 8: Trade and Cultural Diffusion along the Silk Road	Readings: 1. Foltz text 2. Waley-Cohen chapter, "Early Chinese Cosmopolitanism" (on e- reserve) Film: <i>The Scorching Sun and the Southern Road of Iran</i>
September 15: Trade and Cultural Diffusion along the Silk Road (cont.)	Readings: 1. Foltz text 2. Bentley chapter, "Cross-cultural Contacts and Exchanges" (on e-reserve) Film: <i>The King's Road</i>

September 22: Spread of Buddhism	Readings: 1. Wriggins text 2. Zekrgoo “The Spiritual Identity of the Silk Roads: A Historical Overview of Buddhism and Islam” (on e- reserve) Film: <i>Across the Pamirs</i>
No class meeting on September 29th	Day reserved for undergraduate student conferences regarding annotated bibliographies
October 6: Spread of Buddhism (cont.)	Readings: 1. Wriggins text 2. Skaff chapter, “Survival in the Frontier Zone” (on e-reserve) Film: <i>Xuanzang's Travels in India.</i>
THURSDAY, OCTOBER 6th	UNDERGRADUATES' ANNOTATED BIBLIOGRAPHIES DUE IN CLASS

FALL BREAK: October 7, Friday - Instruction Ends for Spring Break 1:00 p.m

October 12, Monday - Classes resume after Spring Break 8:00 a.m

WEEK'S TOPIC	READINGS AND DISCUSSION
October 13: What was the true nature of Zheng He's Voyages?	Film: <i>1421: The Year China Discovered America?</i>
THE SPICE TRADE	
October 20: Spread of Islam in Pre-colonial and Early Colonial Indian Ocean Trade and Exchange	Readings: 1. Chaudhuri Text 2. Glover chapter “The Southern Silk Road: Archeological Evidence of Early Trade between India and Southeast Asia” (on e- reserve)
October 27: Spread of Islam in Pre-colonial and Early Colonial Indian Ocean Trade and Exchange (cont.)	Readings: Chaudhuri Text Film: <i>Columbus's World</i>
November 3: Pre-colonial and Early Colonial Indian Ocean Trade and Exchange SPEAKING CENTER WORKSHOP: 3:30-4:30. (required)	Readings: Pomeranz text
November 10: Pre-colonial and Early Colonial Indian Ocean Trade and Exchange (cont.)	Readings: Pomeranz text

November 17:	Class Presentations
NOVEMBER 23rd - NOVEMBER 28th	THANKSGIVING HOLIDAY
December 1:	Class Presentations Final Discussion
THURSDAY, DECEMBER 1st	GRADUATE ESSAYS DUE
THURSDAY, DECEMBER 1st	UNDERGRADUATE ESSAYS DUE
THURSDAY, DECEMBER 1st	Last Day Of His 588 Classes



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