

# Exploring Culture in the Great Cities of Asia

Fall 2008••Asian Studies 180/History 180  
Class time: MWF 10-10:50 AM, KRJH 201

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### **Textbook:**

“India.” *Encyclopædia Britannica*. 2008. Encyclopædia Britannica Online. 11 Aug. 2008  
<<http://search.eb.com/eb/article-46398>>.

“China.” *Encyclopædia Britannica*. 2008. Encyclopædia Britannica Online. 11 Aug. 2008  
<<http://search.eb.com/eb/article-9117321>>.

“Japan.” *Encyclopædia Britannica*. 2008. Encyclopædia Britannica Online. 11 Aug. 2008  
<<http://search.eb.com/eb/article-23231>>.

### **Texts for purchase:**

*The Ramayana*, R. K. Narayan (Penguin, 1972)

Wu Cheng'en, *The Monkey & the Monk*, Anthony C. Yu, trans. (University of Chicago Press, 2006)

Murasaki Shikibu, *The Tale of Genji*, Edward Seidensticker, trans. (Vintage, 1985)

### **Grades:**

1 <sup>st</sup> writing assignment	15%	class participation	15%
2 <sup>nd</sup> writing assignment	15%	quizzes	15%
3 <sup>rd</sup> writing assignment	20%		
4 <sup>th</sup> writing assignment	20%		

### **The Rules:**

**Class attendance is required.** You may miss up to two classes without penalty to your final grade; it will be lowered by 1/3 of a grade for each additional class missed. We expect that your written work will be completed on time and according to the directions specified. A late paper will be marked down 1/3 of a grade for each day it is late. If you are experiencing any difficulty with your course work, we urge you to speak with us immediately. It is your responsibility to speak with us about any problems that you are having *prior* to a deadline; *no extensions are granted on the day before or the day an assignment is due*. In order to earn a passing grade in this course you must complete the four writing assignments and three quizzes.

### **Class Schedule:**

8/29 Introduction

9/1 Ancient Religions: the Vedic era in India: Origin myths

“Creation,” *The Rig Veda*, 29-40

“Creation in the Brāhmanas and Upanisads,” *Hindu Myths*, 28(bottom)-33

*Topics: Rg Veda* and Vedism, Brahmanas; creation myths; pantheon: Prajâpati, Brahmâ; dharma, karma

9/3 Ancient India & the Vedic era: ritual, sacrifice, and governance

*Britannica Online*, “India,” pp. 126-128, 130-132

“The Horse Sacrifice,” *The Rig Veda*, 87-95

film clip: "Altar of fire." (2007)

*Topics:* sacred foundations of the social order, political legitimation through ritual

9/5 Ancient China: Origin myths

"The Canon of Shun," *Book of Documents*, 11-18

film clip: "Autumnal Sacrifice to Confucius"

*Britannica Online*, 88-89, 92-98

*Topics:* the son of Heaven, Heaven's mandate, sacrifice

9/8 *Defining Asia:* sacred kingship & sacrifice

"The Single Victim at the Border Sacrifice," *Book of Rites*, 416-420 through #7 (#8-13 concern tangential issues), 423-37 through #18, pp. 443 (#14)-448 (#29)

## INDIA

9/10 India Today: geography, language, peoples

*Britannica Online*, "India," 1-2, 25, 38-49

*Topics:* Vedic peoples, the rise of kingdoms, Hinduism and the caste system, Mughal and British empires, the nationalist period

9/12 Theravada Buddhism

*Britannica Online*, "India," pp. 99-124, 133-140

"Theravada Buddhism," *Sources of Indian Tradition*, 90-113 (top)

*Topics:* Gautama Sakyamuni, nirvana, Four Noble Truths, Eight-fold Path; Theravada Buddhism & Hinduism

• **9/12: Paper 1 due by 3PM. Please submit your paper electronically to your instructor. Make sure that the paper is in word (.doc) and named "yourlastname1.doc".**

9/15 Challenges to Vedism: Upanishads and the Bhagavad Gita

*Religions of Asia in Practice*, 3-19

*Upanisads*, pp. 3-17

*Bhagavad Gita*, chap. 1-4

*Topics:* Aranyakas, salvation, devotion, patronage, dharma, samsara, karma

9/17 Spreading the Buddha's Teachings: the Maurya empire and patronage

*Britannica Online*, "India," pp. 141-151, 166.

**Begin reading *The Ramayana***

*Topics:* dāna Asoka Maurya, state patronage: rock edicts; rise of merchant class; community patronage: stupa,

9/19 Purity and Impurity: social organization and caste (Prof. Chaise La Dousa, Anthropology)

*Religions of Asia in Practice*, 19-26, 36-39

**Continue reading *The Ramayana***

*Topics:* caste, ritual and political power

9/22 Early Indian kingdoms and the *Ramayana*

*Britannica Online*, "India," pp. 169-184

*Religions of Asia in Practice*, 30-36

Thapar, "Republics and Kingdoms," *A History of India*, 50-69

**Complete *The Ramayana*. Review pp. 66-75 and 161-171 closely**

*Topics:* consolidation of Hinduism, epic tales

9/24 Many *Ramayanas*

"Wilderness: Chapter Two" from Valmiki's *Ramayana*, pp. 242-250

"Surpanikha Disfigured by Lakshmana" from Tulsidas's *Ramacharitmanas*, pp. 183-184

"War: Chapter Thirteen" through Epilogue: Chapter Two" from Valmiki's *Ramayana*, pp. 629-679

“Sita Returns to Rama” and “The Ordeal by Fire” from Tulsidas’s *Ramcharitmanas*, pp. 306-308  
9/26 Mughal India (Prof. Thomas Metcalf, UC Berkeley)  
*Britannica Online*, “India,” pp. 224-246, 267  
*Topics*: Akbar, centralized state, imperial cities, religious syncretism

9/29 Islamization of South Asia

*Britannica Online*, “India,” pp. 176, 185-233

K. N. Chaudhuri, “Trade and Civilization in the Indian Ocean: Social, Cultural, Economic, and Temporal Dimensions,” *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, 9-33

*Topics*: overland and maritime trade, the Indian Ocean trade zone, Islam and merchants, Sufis, “Islamization By the Plough:” 4 discredited theories of Islamization

10/1 Modern India: colonialism and nationalism

*Britannica Online*, “India,” pp. 283-287, 291-292, 298-301, 304-315, 319-337

*Topics*: British East India Company, permanent settlement and Company State, Mutiny of 1857, Indian National Congress, Muslim League, Mohandas K. Gandhi, satyagraha, swaraj

10/3 “Rama Ke Naam” (1991), Anand Patwardhan, dir.

selections from *India Today*, special issue on Ayodhya (Dec. 31, 1992)

*Topics*: religious nationalism, Sangh Parivar, Rashtriya Swayamsevak Sangh (RSS), Visva Hindu Parisad (1964), Bharatiya Janata Party, L. K. Advani

### •10/3 Quiz 1: India

10/6 Modern Uses of an Ancient Text: the *Ramayana* and Hindu nationalism

Sheldon Pollock, “Ramayana and Political Imagination in India,” *Journal of Asian Studies*, vol. 52, no. 2 (May 1993) 261-297 (JSTOR)

## CHINA

10/8 China Today: geography, language, peoples

*Britannica Online*, 2, 26-28 (+pages on particular dialects)

*Topics*: from empire to nation-state; China’s provinces; Chinese languages; Han Chinese

**Begin reading** *The Monkey & the Monk*

10/10 Early Confucianism

*Analects*, Books 3-4

“Gods of the Analects”

“The Spirits of Chinese Religion,” *Religions of China in Practice*, 3-7

*Britannica Online*, 96, 98+ (review)

*Topics*: Ru (“Confucian”/classicist), rites, humanity, gods/spirits

**•10/10 Paper 2 due by 4PM. Please submit your paper electronically to your instructor. Make sure that the paper is in word (.doc) and named “yourlastname2.doc”.**

10/13 Empire Building: Qin (256-207 BCE) through Tang (618-907)

“Heaven, Earth, and Man,” *Chinese Civilization: A Sourcebook*, 57-59

“Emperor Taizong on Effective Government,” *Chinese Civilization: A Sourcebook*, 112-15

“The Examination System,” *Chinese Civilization: A Sourcebook*, 128-31

Schirokauer, *A Brief History of Chinese and Japanese Civilizations*, 50-64, 79-91, 101-116, 122-124 (available in Assignments on Blackboard)

*Topics*: emperor, Legalism, civil bureaucracy, Xiongnu, Dong Zhongshu (179-104 BCE), syncretism; Tang codification, Great Households, equal fields and taxes; An Lushan

10/15 Images of the Buddha and the Bodhisattva in Chinese Sculpture (Prof. Steve Goldberg)

**10/17 Fall Recess: NO CLASS MEETING**

10/20 China: the ritual city of Chang'an

"Confucianism: The Imperial Cults," *Encyclopedia of Religions* 2nd Edition (Macmillan Reference, 2004)

"The Spirits of Chinese Religion," *Religions of China in Practice*, 21-36

Schirokauer, *A Brief History of Chinese and Japanese Civilizations*, 110-114 (Blackboard: review)

Topics: sacred geography of the city, imperial court and ritual

10/22 Medieval Daoism

"Laozi: Ancient Philosopher, Master of Immortality, and God," *Religions of Asia in Practice*, 330-341

"The Spirits of Chinese Religion," *Religions of China in Practice*, 7-13

*Britannica Online*, "Taoism," 24-25, 34-35

Topics: Laozi, Celestial Masters, Highest Clarity, Numinous Treasure

10/24 Mahayana Buddhism

"The Lotus School: The Tiantai Synthesis," *Sources of Chinese Tradition*, vol. 1: 444-458

"The Spirits of Chinese Religion," *Religions of China in Practice*, 13-20

*Britannica Online*, "Buddhism," 49-53, 58-59, 61

Topics: Tiantai, Pure Land, *Lotus Sutra*, Bodhisattva, Avalokite'svara, Guanyin, Kannon, Chan/Zen, koan

10/27 Late Imperial Society

"Proclamations of the Hongwu Emperor," *Chinese Civilization: A Sourcebook*, 205-207

"A Censor Accuses a Eunuch," *Chinese Civilization: A Sourcebook*, 263-269

• Schirokauer, *A Brief History of Chinese and Japanese Civilizations*, 185-199, 215-225, 234-246, 258-260, 329-343 (Blackboard)

Topics: decline of aristocracy, Confucian gentry, civil examinations, civil bureaucracy, three examination levels: licentiate/county level, recommended person/provincial, presented scholar/metropolitan

•10/27 Quiz 2 :China

10/29 Late Imperial City

"The Attractions of the Capital," *Chinese Civilization: A Sourcebook*, 178-85

"A Visual Sourcebook of Chinese Civilization prepared by Patricia Buckley Ebrey"

< <http://depts.washington.edu/chinaciv/painting/4ptgqmsh.htm>>

*Britannica Online*, 154, 157

Topics: urbanization, breaking out of the ward system, Kaifeng, Lin'an (Hangzhou); Qingming Scroll

10/31 Late Imperial Confucianism

"The Canonical Confucius from Han through Song," *Lives of Confucius* (Random House)

"A Schedule for Learning," *Chinese Civilization: A Sourcebook*, 195-98

"Zhu Xi's Neo-Confucian Program," *Sources of Chinese Tradition*, 720-731

"Wang Yangming's New Learning of the Mind-and-Heart," *Sources of Chinese Tradition*, 842-851

Topics: Cheng-Zhu orthodoxy, Lu-Wang school, self-cultivation, syncretism

11/3 The Manchus (Prof. Chris Vasantkumar, Anthropology)

Schirokauer, *A Brief History of Chinese and Japanese Civilizations*, 329-343 (Blackboard) review

11/5 Family and Ancestors

"Ancestral Rites," *Chinese Civilization: A Sourcebook*, 166-172

"Two Biographies by Zhang Xuecheng (1738-1801)," *Under Confucian Eyes: Writings on Gender in Chinese History*, 216-229

Topics: family, lineage, gender [father/mother; husband/wife; son/daughter], ancestor veneration, spirit and ghost

11/7 Beijing: Imperial City, Altars, and Temples

*Topics:* Forbidden City, Directorate of Education, imperial pantheon, Cult of Confucius: Beijing, Qufu, Tainan; Lingyin Temple, Hangzhou

11/10 *Journey to the West*

*The Monkey & the Monk*, complete reading

*Topics:* Wu Cheng'en (ca. 1500-82), Xuanzang (597-664), Consciousness Only School, Sharehouse syncretism, mind/heart; *Heart Sutra*

## JAPAN

11/12 Japan Today: geography, language, peoples (Prof. Masaaki Kamiya, EALL)

*Britannica Online*, "Japan," 2+, 16-17

11/14 Sacred Kingship

"Earliest Japanese Chronicles," *Sources of Japanese Tradition*, 12-33

*Topics:* imperial lineage, courtier, aristocracy, Shintô; Kyoto (& Chang'an)

11/17 Classical Japan: Nara and Heian

Schirokauer, *A Brief History of Japanese Civilization*, 46-59, 62-69 (Blackboard)

"Impact of Chinese Civilization," *Japan: A Documentary History*, 21-33

continue reading *Tale of Genji*

*Topics:* Taika Reforms, Taiho Code

•11/18 Paper 3 due by 4PM. Please submit your paper electronically to your instructor.

Make sure that the paper is in word (.doc) and named "yourlastname3.doc".

11/19 "Tale of Genji" (Anime), dir. Gisaburo Sugii

11/21 (Prof. Kyoko Omori, EALL)

12/1 *Tale of Genji*: discussion

12/3 Mahayana Buddhism

"A Sutra Promoting the White-robed Guanyin," *Religions of Asia in Practice*, 350-58.

*Topics:* devotional paintings of the Buddha; Shingon, Kukai (774-835), mantra, mandala, Dainichi, three mysteries, Nembutsu, Nichiren (1222-82)

12/4 7:30 evening film: "Kagemusha" (Shadow Warrior, 1980), Kurasawa Akira, dir.

12/5 Medieval Japan: Kamakura and Ashikaga shoguns

Schirokauer, *A Brief History of Japanese Civilization*, 74-82, 97-115, 120-124, 128-130 (top) (Blackboard)

"Rise of the Warrior (Samurai) Class," *Japan: A Documentary History*, 101-116

*Topics:* Shogun, samurai; military culture

•12/5 Quiz 3: Japan

12/8 Tokugawa Japan: Edo/Tokyo

Ebrey, *East Asia: A Cultural, Social, Political History*, 331-347

*Topics:* daimyo, Oda Nobunga, Tokugawa Ieyasu, bureaucratization of the samurai

12/10 Osaka: Merchants, Family

Chikamatsu Monzaemon (1653-1725), "The Love Suicides at Amijima" *Major Plays of Chikamatsu*, 39-56

Fukuzawa Yukichi, "On Japanese Women," *Fukuzawa Yukichi on Japanese Women: Selected Works*, Eiichi Kiyooka (trans. and ed.), selections

*Topics:* decline of the samurai; rise of merchant class; academies; reform

12/12 Strange Tales to end a course with...

“Hoichi the Earless,” “Kwaidan” (1964), Kobayashi Masaki, dir.  
Ueda Akinari (1734-1809), “White Peak” (Shiramine), *Ugetsu monogatari* (Tales of moonlight and rain), 98-108, 208-218

**Paper #4 Due Monday, December 15<sup>th</sup> at 12 noon. Please submit your paper electronically to your instructor. Make sure that the paper is in word (.doc) and named “yourlastname4.doc”.**

**The Writing Assignments**  
***NO OUTSIDE SOURCES MAY BE USED***  
***NO EXTENSIONS GRANTED WITHIN 24 HOURS OF DEADLINES***

Writing Assignment #1:

Drawing from the primary ancient Indian and Chinese sources listed below, examine the central role of ritual in ruling. Be sure to include specific examples of religious thought and practice in your analysis.

*India:* “Creation,” *The Rig Veda*, “Creation in the Brāhmanas and Upanisads,” *Hindu Myths*, and “The Horse Sacrifice,” *The Rig Veda*

*China:* “The Canon of Shun,” *Book of Documents* and “The Single Victim at the Border Sacrifice,” *Book of Rites*

Note: Be sure to focus your attention on ancient India and China, rather than the ways that the ideas in these texts differ from or are similar to ideas found in the West.

Essays should be about 4 pages, double-spaced and printed with a standard twelve-point font. Make sure to provide complete citations for your evidence. Each student must discuss their drafts with a Writing Center tutor. Papers without Writing Center forms demonstrating that a conference was completed will not be accepted.

Writing Assignment #2:

Writing Assignment #3:

While Buddhism plays a major role in *The Monk and Monkey*, Daoist and Confucian elements are pervasive throughout the story. *Use your knowledge of Asia’s rich religious/philosophical traditions to examine the relations among Buddhist, Daoist, and Confucian ideas, practices, themes, etc.* Successful essays will make effective use of the variety of class materials available to you, including class lectures and discussion, textbook readings, and primary source readings from this and earlier parts of the course.

Papers should be about 4 pages in length. They should be typed and double-spaced in a standard 12-point font. Use complete footnotes to cite relevant sources throughout your paper. Avoid plot summary; focus on what the text tells us about China at the time the book was written.

Writing Assignment #4:

Fictional literature like *The Tale of Genji* can be used as a primary source to gain insight into ancient Japan in at least two ways: (1) Fiction can be used as a window onto other places and times by viewing the story’s events and characters as *historically representative* of the time and the people who lived at the time the story was written. Consider, for example, how the ruler, courtiers, women of noble rank, or servants represent certain kinds of people one might encounter at the time. (2) Fiction can also be used as a means *to explore how the author understood the world* in which she or he lived. In this case, *The Tale of Genji* constitutes Lady Murasaki’s personal testimony about life among Heian courtiers; a document that

expresses her own understanding of religious rituals and customs, the ways that emperors and courtiers actually exercised power in and especially out of court, consensus and conflict over moral values, etc.

Use these approaches to formulate a thesis about Heian Japan on the basis of *The Tale of Genji*. For example, you might draw evidence from the novel to discuss the nature of Heian politics (the aristocratic life at court, the power wielded by the emperor, the process through which an heir is selected, etc.), religious values or activities of the period (particularly Buddhism, the use of natural imagery, the role of dreams in how characters understood their lives), or gender (duties of the husband and wife, status of sex, uses of sexual innuendo in dialogue, language, expression of inner sentiments, etc.). When formulating your ideas, please bear in mind an important theme of the course: *the integration of religious practice and ideas, ruling, and social status*.

\*\*Avoid plot summary; focus on what the text tells us about Japan at the time the book was written. Make sure that you offer concrete examples of the characteristics of Heian culture that can be identified in the novel.

Papers should be about 4 pages in length, double-spaced and in a standard font. All papers should include complete citations in either footnote or endnote form.

## More On Writing Assignments

**Grading Criteria:** A “good” (i.e., B) essay is *clearly written* and *logically sound*. An “excellent” (i.e., A) essay presents a *compelling argument* for a thoughtful and imaginative *interpretation* of the sources that is evident only upon thoroughly re-reading the sources and careful reflection upon the problems raised. A *compelling argument* requires (1) a clear formulation of a *problem*, (2) *analysis* of the texts under scrutiny, and (3) a scrupulous *use* and *citation* of supporting *evidence* from the texts. A *thoughtful interpretation* requires digging beneath the surface meaning of the texts to a subtler understanding of their connections to broader (social, political, etc.) contexts. A “prose” grade of C– (i.e., *slightly less than “satisfactory”*) is assigned to *grammatically correct but informal and stylistically weak writing*; and D+ or below for *repeated infractions of basic rules of writing, depending upon frequency and egregiousness of such errors*.

**Effective Writing:** An important part of a writing assignment is to formulate an *interesting* and *original* topic. Do not simply summarize the content of your sources. Present an *argument* or a *thesis* based on your own *interpretation* of the sources. Be sure to develop your ideas fully. Keep in mind that most important, central ideas of the essay should be clearly stated, explicated, and documented. Do not assume that any major point you want to make is self-evident; it is always important to make explicit the connection between your argument and the evidence you cite. A well written paper requires thorough reading and precise written expression. A thorough understanding of your sources depends upon close reading, careful reflection, and *re-reading*. Precise written expression requires writing, editing, and *re-writing*.

**Documentation:** You must cite all sources of information that you use, *even if you do not quote a source directly* in your essay. If you do not cite the sources from which you derive information, or on which you base your description of an event, or interpretation of an idea, etc., the implication is that the idea is your own, or that it is based on your own primary research. Failure to cite such sources is *plagiarism*. Be sure to cite exact page numbers of any source from which you quote directly, although it is rarely necessary to cite the same source more than once in the same paragraph. Use proper citation forms (i.e., footnotes, end notes, in-text parenthetical notes) as described in the *Hamilton College Style Sheet*. Be consistent in the citation format used.

**Revision Policy:** Because this is “writing intensive” course, students are expected to revise the first writing assignment in consultation with their instructor. Students who receive grades of B+ or higher are exempted. Students who receive grades of C– or below on subsequent assignments are expected to revise their essays.

Instructors will use this form when grading your essays to help identify precisely your writing's strengths and weaknesses. Please use this as a guide when writing and revising your essays. Students working with a writing tutor are encouraged to show this form to their tutors.

\_\_\_\_\_ **Mechanics** (grammar, spelling, punctuation, citation, organization)

Are there any spelling, punctuation, or grammatical errors?

Is the essay clearly and effectively organized?

Are sources quoted accurately and cited properly in footnotes and the bibliography?

\_\_\_\_\_ **Written Expression** (prose, eloquence, interpretation, documentation)

Is the evidence (e.g., quoted passages, summaries of texts) effectively connected to the argument?

Is the prose clearly and persuasively written?

Are the ideas expressed articulately?

How compelling is the interpretation of the evidence?

\_\_\_\_\_ **Argument** (thesis, argument, evidence, analysis, documentation)

Is the thesis clearly stated?

Is the thesis supported by a compelling argument and the most pertinent evidence?

How persuasively are the (primary) sources analyzed?

Is the evidence used effectively?

Are ideas fully developed?