

Title: Peppers, Pirates and Priests: Trade and Exchange from East Asia to the World, 1200-1800
History 2650E, 570.
Tuesday, 4:30-6:30, LH 105b
Thursday, 4:30-5:30, BH109

Please note that lecture locations can change with very little notice before the beginning of term. So be sure to check again before class begins.

Instructor: Dr. Adam Bohnet, Associate Professor, Department of History. **Office:** South Annex 059. **E-mail:** abohnet@uwo.ca. **Office Hours:** Thursday, 1:30-2:30 . **Phone:** 519-433-3491, extension 4580.

Course description: In this course we will explore East Asia's interactions with the surrounding world, beginning with the Mongol conquest of Eurasia and encompassing the rise of European maritime dominance during the sixteenth, seventeenth and eighteenth centuries. We will discuss such themes as encounters between diverse religious traditions (including Islam, Buddhism, Christianity and Confucianism), the role of diasporas and settler communities as conduits of exchange, and the key products (for instance, pepper, silver, ginseng, tea and silk) which were exchanged between East Asia and other regions.

Note: This course counts towards the World and Comparative Requirement of the History and is a recognized course for the Medieval Studies minor.

Textbooks

1. Morris Rossabi, *The Mongols: A Very Short Introduction* (Oxford: Oxford University Press, 2012).

This is books is a survey of the Mongol empire which will be very useful during the first term.

2. William of Rubruck. Peter Jackson, trans. *Mission of Friar William Of Rubruck* (Indianapolis: Hackett, 2009).

This is one of the most important sources for the period of Mongol conquest in Eurasia, and one of many accounts of the Mongols written by European travellers to Asia. It is fascinating primary source. Originating as he did in what was then the isolated backwater of Western Europe, William of Rubruck found the Mongols under Möngke much harder to understand than they would have been to educated people from more cosmopolitan regions of Eurasia. He looked at everything with the excitement, bewilderment and attention to detail of a complete outsider. During the first half of the course, we will travel to the Mongol capital of Karakorum with William of Rubruck and learn about the Mongol empire with him.

3. Marco Polo, Sharon Kinoshita, trans., *The Description of the World, with a Introduction and Annotations* (Indianapolis: Hackett, 2016)

Marco Polo, a much more famous traveller than William of Rubruck, was also a very different sort of traveller. While William of Rubruck was educated and with strong religious and political interests that coloured his understanding of the Mongol empire, Marco Polo was a young man, marginally educated, whose key interests were those of the merchant – money, trade, and, of course, sex. Although the work was not authored by him directly (he was not a man of letters) he still provides us with a fascinating understanding of the Mongol empire. We will travel with him to Dadu (near present-day Beijing) and Quinsai (Hangzhou) to learn about the Mongol empire.

5. Timothy Brook, *Vermeer's Hat The 17th Century and The Dawn Of The Global World* (Toronto: Penguin, 2013).

This fascinating book explores trade and exchange between China and the rest of the world through key artworks, notably paintings by the Dutch golden age painter Vermeer.

6. R. Po-chia Hsia, *Matteo Ricci and the Catholic Mission to China, 1583–1610: A Short History with Documents* (Indianapolis: Hackett, 2016)

These excerpts from texts related to the sixteenth and seventeenth century Christian missions to China give us a fascinating view of Ming and Qing's relationship with the broader world.

7. John Wills, jr., *The World from 1450 to 1700* (Oxford: Oxford University Press, 2009).

This short but readable survey of world history from 1450 to 1700 provides vital background for the second term.

8. Other readings will either be posted to OWL. Some of those readings will be posted as PDFs, but many of the readings will be simply links to library resources, and students may need to sign into the library to access them.

Office Hours and E-mail: My office is South Annex 059. I will be there during my office hours on Tuesday, 11:00-12:00. I will often be there at other times as well, and will usually be willing to talk to students (especially if my door is already open). If I am too busy right then, I will ask you to come by later - so it doesn't hurt to ask.

I will also respond to student questions by e-mail. I will try to respond promptly within a day, but students should allow for two days for a response.

Do be sure to make it clear in the subject line that you are a student in my course. Please note that non-UWO e-mail may go missing.

I will do my best to assist students in all matters academic, but for those matters which exceed my professional competence, please note that King's has an extensive array of services available to help students with personal and academic issues. Please make full use of these services - you

are paying for them anyway! For information, see www.kings.uwo.ca/current-students/student-services.

OWL: All students in this class must sign up for the OWL page. Certain assignments have to be submitted via the OWL page. I will make announcements on OWL which you may find useful

Language: The only language students need for this class is English, which is the language of the lectures and the readings, but I also encourage students to make full use of all their talents, including knowledge of languages other than English.

I endeavour to make my classes accessible both to unilingual English-speakers with little knowledge of East Asian history and to those who speak English as a foreign language but who have considerable experience of the world outside of London.

It is my experience that students who are enthusiastic to learn about East Asian history do much better than students who think they know it all. It is also my experience that students who struggle to write good essays in English frequently write better essays than those who think that they can rely on their native fluency in English

Use of Electronic Devices in Class [Important]: Because of numerous complaints from students about misuse of notebooks in class, I have been forced to establish a firm rule that absolutely no electronic devices other than notebook computers may be on the desk during class, and no notebook computers should be present in the front two rows of class.

In this respect, please note the King's University College policy allows me to withdraw in-class computer privileges from students who use their computers during class for reasons other than note-taking.

Note that while students are allowed to take notes on a notebook computer, they should not use computers and phones for non-academic purposes while in class. In this respect, please note the King's University College policy on the use of electronic devices.

“King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of laptop computers can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share the responsibility to establish and maintain a respectful classroom environment conducive to learning.”

Also: Students are informed that there has been significant research that reveals computers to be less effective for note-taking than pen and paper. A recent paper is Pam A. Mueller and Daniel M. Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25, no. 6 (2014): 1159-1168. Click on the link for details!

Marking Scheme:

1. 10%: Reading Responses
2. 20%: First written assignment [January 9]
3. 20%: Second written assignment [April 11]
4. 15%: First Midterm [November 9]
5. 15%: Second Midterm [February 1]
6. 20%: Final Exam - in April exam period

Readings Journal (10%): Every week, a link will be provided on the OWL website for this course. The response is to be posted before Tuesday's class. Students may post their responses to the week's readings at that link. Generally, students are encouraged to post responses to the more substantial readings, and not merely list a few uninteresting details in the textbook. If possible, students should ask questions, draw connections, raise doubts and express disagreement with the arguments within the text. I am not concerned with what students notice or discuss, but do not want simple lists of information.

Each reading response should be approximately 250 words. Students may submit a reading response each week, but will only receive marks for the best 8 reading responses, with a grade of 1.25 for each reading response. I will not mark late reading responses, give extensions for reading responses, or accept reading responses in any form other than via electronic submission to OWL.

Two midterms (both 15%) and final exam (20%): There will be two midterms (each worth 15%) on November 9 and February 1, and one final exam (worth 20%) during the April exam period. The tests may include fill-in-the-blank questions, short-answer questions, identification questions and essay questions.

I follow the policy of King's Department of History in preventing the use of any electronic aids during the tests. I also follow policy in allowing absences from tests only if documentation establishing extenuating circumstances is provided before the test. Even when extenuating circumstances are established, students will be required to write make-up tests, which (because of the difficulty of writing a new test) will generally be more difficult.

Cheating (looking at somebody else's work, writing answers on your hand, having answers sent to your cell-phone) is very unlikely to improve your mark even if not detected, and will result in very severe consequences to both your mark and academic career if detected. See the King's University College Statement on Academic Dishonesty, attached.

Take-home assignments: There are two written assignments, each worth 20%. They will be due January 9, 2017 and April 11, 2017. Further details will be provided shortly. **See the policy regarding plagiarism in attached sheet.**

Reading Schedule:

September 7: Introduction to class

Week 1 (September 12-14): Mongol, Background and Beginnings. **Readings: (1)** Rossabi, 1-33; **(2)** Pamela Kyle Crossley, "The Imaginal Bond of "Empire" and "Civilization" in Eurasian History." *Verge: Studies in Global Asias* 2, no. 2 (2016): 84-114; **(3)** Recommended: introduction to William of Rubruck, 25-55.

Week 2 (September 19-September 21): Mongol Conquest and Narratives of the Apocalypse. Readings: (1) Rossabi, 34-59; (2) "Ibn al-Athir: On The Tatars" from Fordham University Medieval Sourcebook [click on link].

Week 3 (September 26-28): Encounters across the Steppe and Sown. **Readings: (1)** William of Rubruck, pp. 59-96.

Week 4 (October 3-5): Nomadic Administration. **Readings: (1)** Rossabi, 60-84; **(2)** William of Rubruck: pages 111-134, 172-239, and 247-253.

October 9-13: Reading Week!

Week 5 (October 17-19): Pax Mongolica - Trade and Exchange. **Readings: (1)** Marco Polo, pages 86-142 (sections 96 to 157); **(2)** Tim Mackintosh-Smith, ed., *The Travels of Ibn Battutah* (Oxford: Picador, 2003), pp. 261-272; **(3)** Francesco Balducci Pegolotti, "Cathay and the Way Thither" in Morris Rossabi, ed., *The Mongols and Global History* (New York: W.W. Norton, 2011), 148-152.

Week 6 (October 24-26): Cathay, Prester John and the Christians of the East. **Readings: (1)** Marco Polo, 52-92 (sections 65-104); **(2)** William of Rubruck, 100-134 (Chapters X-XIX) and 157-220 (Chapters XXVI-XXXI); **(3)** *History of Life and Travels of Rabban Bar Sawma*, translated from the Syriac by Sir E.A. Wallace Budge. See link provided by the University of Washington Silk Road project.

Also, think back to sections of Marco Polo and William of Rubruck which dealt with religion. It would be a good idea to reread the introduction to William of Rubruck as well, as it gives a good outline of some of the themes that we will discuss.

Week 7 (October 31-November 2): Mongol Rule in China. **Readings: (1):** Jinping Wang, "Clergy, Kinship, and Clout in Yuan Dynasty Shanxi," *International Journal of Asian Studies* 13 no. 2 (Jul 2016): 197-228; **(2)** Marco Polo, 51-92 (sections 64-104) - note much of this is review; **(3)** Story of Ahmad Baidar from another edition of Marco Polo. Ronald Latham, trans, Marco Polo (London: Penguin Classics, 1958), pp. 131-135.

Week 8 (November 7-November 9): Religious interaction in the Mongol empire

Readings: (1) Marco Polo, 38-50 (sections 47-63), 64-67 (section 75) and 164-178 (sections 176-188); **(2)** Khubilai Khan Hunting by Liu Guantao from the National Palace Museum in Taiwan; **(3)** The Vajrabhairava Mandala from the Metropolitan museum of modern art: <http://www.metmuseum.org/toah/works-of-art/1992.54/>

First Midterm on November 9.

Week 9 (November 14-November 16): Religious interaction under the Mongols continued - Buddhism, Confucianism and Western Religions. **Readings - (1)** Passages from Daniel K. Gardiner, *The Four Books* (Indianapolis: Hackett Publishing Company, inc., 2007) - "The Mencius" pages 65-68 (sections 8 and 9); page 75 (section 13); pages 81-82 (sections 24, 25, 26 and 27); pages 90-92 (sections 33-35)

Week 10 (November 21-23): Gender, Family, and Mongolian Rule in China. The end of Mongol rule. **Readings: (1)** Bettine Birge, "Levirate Marriage and the Revival of Widow Chastity in Yuan China," *Asia Major* 9, no. 2 (1995): 107-146; **(2)** Marco Polo, pp. 193-199 (sections 199-201), review 132-142 (sections 151-157); **(3)** William of Rubruck (mostly review), 81-92 (chapters IV-VII);

Week 11 (November 28-30): End of Mongol Rule - Ming and Maritime East Asia. **Readings: (1):** John E. Wills, jr., "Prologue: Texas and the World" (1-6) and "Islam and a Wider World," 1450-1490," (7-25); **(2)** Geoff Wade, "Engaging the South: Ming China and Southeast Asia in the Fifteenth Century," *Journal of the Economic and Social History of the Orient* 51, no. 4 (2008): 578-638.

Week 12 (December 5-7): End of Mongol Rule, continued. **Readings: (1)** Marco Polo, "The Book of India," pp. 143-192 (sections 158-198); **(2)** Tansen Sen, "The Impact of Zheng He's Expeditions on Indian Ocean Interactions," *Bulletin of the School of Oriental and African Studies* 79, no. 3 (2016): 609-636.

Happy Holidays!

Week 14 (January 9-11): Koryo under Mongol rule: **Readings: (1)** David M. Robinson, *Empire's Twilight: Northeast Asia under the Mongols* (Cambridge: Harvard University Asia Center, 2009), 90-129; **(2)** Passages from the *Koryōsa*, translated by Adam Bohnet.

Week 15 (January 16-18): Choson Korea and the broader world. **Readings:** Kenneth R. Robinson, "From Raiders to Traders: Border Security and Border Control in Early Chosŏn, 1392—1450," *Korean Studies* 16 (1992): 94-115.

Week 16 (January 23-25): Late Ming cultural change. **Readings: (1)** Reading: John E. Wills, jr., 26-71; **(2)** Passages from Neo-Confucian writings.

Week 17 (January 30-Feb 1): Age of Partnership in China. **Readings: (1)** Timothy Brook, *Vermeer's Hat*, pp. 1-53, 84-116, and 152-184; **(2)** R. Po-chia Hsia, pp. 1-40, 43-36 [R. Po-chia Hsia, "Policy Debate on Maritime Trade among Ming Officials ca. 1564," in *Matteo Ricci & the Catholic Mission to China: A Short History with Documents* (Indianapolis: Hackett Publishing, 2015)].

Week 18 (Feb 6-Feb 8): Age of Partnership continued. **Second Midterm on February 8.**

Week 19 (February 13-February 15): Christian Mission to China. **Readings: (1)** Timothy Brook, pp. 84-116; **(2)** Read as many of the documents in R. Po-chia Hsia as you can, but I suggest that you put particular attention to documents 5 to 10 (pp. 51-63), documents 12 to 15 (pp. 69-81), " (pp. 51-52), and documents 17 to 28 (pp. 85-117).

Reading Week (February 19-23) - Happy Reading.

Week 20 (Feb. 27-March 1): Gunpowder. **Readings: (1)** John E. Wills, jr., 72-95; **(2)** Peter Lorge, "Development and Spread of Firearms in Medieval and Early Modern Eurasia: Development and Spread of Firearms," *History Compass* 9, no. 10 (2011): 818-826.

Week 21 (March 6-8): Readings: Tobacco and the Rise of the Manchu State. **Readings (1):** Timothy Brook, 117-151; **(2)** John E. Wills, jr., 96-139; **(3)** Carol Benedict, "Between State Power and Popular Desire: Tobacco in Pre-Conquest Manchuria, 1600-1644," *Late Imperial China* 32, no. 1 (2011): 13-48.

Week 22 (March 13-March 15): Chinese Trading Diaspora and Chinese Pirates. 1) Robert J. Antony, "'Righteous Yang': Pirate, Rebel, and Hero on the Sino-Vietnamese Water Frontier, 1644-1684," *Cross-Currents: East Asian History and Culture Review* 3, no. 2 (2014): 319-348. (2) Timothy Brook, pp. 185-216.

Week 23 (March 20-22): Tea and Porcelain. **Readings: (1)** Timothy Brook, *Vermeer's Hat*, pp. 54-83; **(2)** Nam-lin Hur, "Korean Tea Bowls (Korai Chawan) and Japanese Wabicha: A Story of Acculturation in Premodern Northeast Asia," *Korean Studies* 39, (2015): 1.

Week 24 (March 27-March 29): Late Choson foreign affairs. **Readings: (1)** Seonmin Kim, "Ginseng and Border Trespassing Between Qing China and Chosŏn Korea," *Late Imperial China* 28, no. 1 (2007): 33-57; **(2)** John E. Wills, jr., 140-154; **(3)** Documents translated by Adam Bohnet, "Ginseng is Poisonous."

Week 25 (April 3-5): Jesuit Exchanges. **Readings (1):** Donald Leslie Baker, " 'Sirhak' Medicine: Measles, Smallpox, and Chong Tasan," *Korean Studies* 14 (Jan 1, 1990): 135-166' **(2)** Read or reread Matteo Ricci, document 7 (pp. 55-56), document 10 (61-63), document 15 (79-81), document 18 (89), document 19 (91), document 20 (93-94), document 24 (101-108), document 29 (119-122), document 30 (123-126)

Week 26 (April 10): Jesuit exchanges continued. No Readings. Final Essay due on April 10.