**Course Syllabus**

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| **CNU International Summer Session** |

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| **Course Title** | | Socio-Economic History of Asia: Material Culture, Multisenses, and Globalization in Asia | | | | | | | | | | | | | | | | | |
| **Course Type** | | History Major | | | | | | | | **Credits**  **(hours)** | | | 3 (3hrs/day)  Total 45 hours | | | | | | |
| **Department** | | Department of History | | | | | | | | **Professor** | | | Dr. Paehwan Seol | | | | | | |
| **Classification**  **(year in school)** | | Freshman to Senior | | | | | | | | **Course Code** | | | HIS3020 | | | | | | |
| **Class room** | | TBD | | | | | | | | **E-mail** | | | paehwan@jnu.ac.kr | | | | | | |
| **Prerequisite(s)** | | None | | | | | | | | | | | | | | | | | |
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| **Course objectives** | | 1) Students study and discuss social and economic transformations in Asian history from the perspectives of a state or its members.  2) Students understand the Eurasian exchange of people, goods, and technology from local or global perspectives.  3) Students read literary texts, relics, paintings, inscriptions, and others related to social, economic, and cultural history. | | | | | | | | | | | | | | | | | |
| **Course Summary** | | The course explores the formation and historical development of material culture in the Asian ecosystem, and studies the individual and communal senses, daily life, and state power that interact with one another in the process. This course aims to explore the exchange of people, goods, and technology, and the competition and cooperation on materials between states and individuals in local and global contexts.  How did plants, animals, and goods change the lives of Asians, while they moved across Eurasia? What is a state? Is (Was) a state just and fair? These are questions in the course. The example topics of this course are as follows: Magic and Power, the Birth of Taxes, Gift-giving Culture, Water and Communities, Food and Multisenses, etc. | | | | | | | | | | | | | | | | | |
| **Teaching Methods** | | **Teaching Methods** | | | | | | | | | | | | | | | | | |
| Lecture | Presentation/Discussion | | | | Problem Based Learning | | | | Project Based Learning | Flipped Learning | | | Experiment/ Practices | | | Others  (Describe) | |
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| **Lectures:**  Lectures focus on delivering content on socio-ecological phenomena and the competition and cooperation on materials and legal and social justice between central governments and local officials and commoners in East Eurasian contexts.  For instruction, I pose historical, social, and economic concepts, such as the Zomias by James Scott, politics of accounting by Paehwan Seol, and the *quriltai*s and (network) statecraft of the Mongols. I raise queries to elicit dialogue, discussion, and critical thinking among stduents. I focus on people’s historical dynamics and diversities in Asian (particularly Chinese) economy and cultures, sharing historical sources. Students may receive varying modes of content from small discussions, short videos, etc.  **Presentation / Discussion:**  Every course article/book chapter is discussed in class. Each student present A selected or designated article or book chapter, while other students join discussion. Student participation is very important in the class.  **Problem Based Learning:**  This course discusses competition and cooperation over materials and capital between political power, local communities, and people in East and Central Asia in historical, ecological, and cultural contexts. The project (individual or team-based) requires students to formulate a political, economic, social, and cultural solution to a contemporary global issue. The goal is to not only solve the problem, but to do so as an interdisciplinary team just as must be done in the real world.  **Flipped Learning:**  Every course article/book is discussed in class. Students read the articles/book chapters before class and sometimes break into small groups in order to form their main points, questions, critiques, etc. These activities are organic, student-led, and require students to prepare out of class before we meet. As a group, the students dissect information presented in the articles/books while exploring real-world applications and associated ethical issues.  **Other:**  I vary lecture style, class setup, delivery of content (e.g., lecture, media, discussions, visual), and type of assessments (e.g., team-based, individual, exams with several questions of lecture topics) to establish an equal field in which students from diverse backgrounds and learning styles can all succeed.  I explain major concepts and historical issues for weekly topic. Students reconstruct history based on historical texts (original or translated) for each topic. Digital materials are provided for lectures and learning. | | | | | | | | | | | | | | | | | |
| **Grading** | | Mid-Term | Final | Individual Tasks | | | | Team Project | | | Class participation | | | Attendance | | Others  (Describe) | | | **Total** |
| 20 | 20 | 30 | | | |  | | | 20 | | | 10 | | 0 | | | 100% |
| ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than four (4) times absence) | | | | | | | | | | | | | | | | | |
| **Accommodations** | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | | | |
| Category | Title | | | | | Author | | | | | Publisher | | | | | | Year of publication | | |
|  | *The Economic History of China: From Antiquity to the Nineteenth Century* | | | | | Richard von Glahn | | | | | Cambridge University Press | | | | | | 2016 | | |
|  | 品味奢華: 晚明的消費社會與士大夫 *Taste Luxury: Consumer Society and Doctor In The Late Ming Dynasty* | | | | | Wu Renshu  巫仁恕 | | | | | 中央硏究院·聯經出版公司, | | | | | | 2007 | | |
|  | *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* | | | | | James C. Scott | | | | | Yale University Press | | | | | | 1998 | | |
|  | *Domination and the Arts of Resistance: Hidden Transcripts* | | | | | James C. Scott | | | | | Yale University Press | | | | | | 1992 | | |

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| **Daily Course Schedule** |
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| **Day**  **(3hurs)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| 1 | -Syllabus & course introduction  -What is a State? | 3 | - Lecture  - Group learning  - Discussion | *Seeing Like a State* |
| 2 | Civilization and Humans: Betrayal of Chairs   * The Urban Civilization or Agriculture is a Revolution? | 3 | *-* Lecture  - Group learning  - Discussion | *Primate change: how the world we made is remaking us* |
| 3 | Magic and Power: Oracle Bone Script and Shamans  Witchcraft is Superstition or Science? | 3 | - Lecture  - Group learning  - Discussion | *Magic: A History from Alchemy to Witchcraft* |
| 4 | Finance and Imperial Power: Enriching a State and Strengthening the Military | 3 | - Lecture  - Group learning  - Discussion | *Discussions on Salt and Iron*  鹽鐵論 Yántiě lùn |
| 5 | Mountains and Fields, Rivers, and Power: China's Early Modern Economic Revolution and the Grand Canal | 3 | - Lecture  - Group learning  - Discussion | *The Era of the Grand Canal: Why did China reluctantly sail the ocean?*  대운하 시대: 중국은 왜 해양 진출을 ‘주저’했는가? (Korean) |
| 6 | Networks and Global Economy:  Southernization and Global history of Economy | 3 | - Lecture  - Group learning  - Discussion | *Agricultural and Pastoral Societies in Ancient and Classical History* |
| 7 | Temporary Zomias:  Thieves and “Politics of Accounting” |  | - Lecture  - Group learning  - Discussion | Medieval Zomias: Stateless Spaces in the Global Middle Ages |
| 8 | MIDTERM EXAM | 3 | * Paper exam |  |
| 9 | Chinas Examination Hell: The Civil Service Examinations of Imperial China   * Is a society based on academic background fair? | 3 | - Lecture  - Group learning  - Discussion | *Chinas Examination Hell: The Civil Service Examinations of Imperial China* |
| 10 | Empire of Luxury: The Luxury and Cultural Vogue among Literati in the Ming Empire | 3 | - Lecture  - Group learning  - Discussion | *Taste Luxury: Consumer Society and Doctor In The Late Ming Dynasty* |
| 11 | Body and Political Power: Trials and Punishments in the Chinese and Mongol Empire | 3 | - Lecture  - Group learning  - Discussion |  |
| 12 | Beauty and Women: Fragrance and Perfume | 3 | - Lecture  - Group learning  - Discussion | *Smells: A Cultural History of Odours in Early Modern Times* |
| 13 | Body and Food: Soju and its Global History | 3 | - Lecture  - Group learning  - Discussion | *Soju: A Global History* |
| 14 | Colonialism and Economy in East Asia   * How Imperialism Reorganized Colonial Economies? | 3 | - Lecture  - Group learning  - Discussion | *Colonial Legacies: Economic and Social Development in East and Southeast Asia*  *Cf. Economic History of Korea: An Overview* |
| 15 | FIANL EXAM | 3 | * Paper exam |  |

\* Most of reading materials are provided to students digitally for free (no material fees for course).

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| **References** |
| **Evaluation & Grading (total = 100 points):**  -*Midterm Exam* = 20 points  -*Final Exam* = 20 points  -*Individual Tasks* = 30 points (15 points for presentation; 15 points for discussion on other students)  -*Class Participation* = 20 points (based on contributions to discussions, leadership abilities, ability to work on a team, etc.)  -*Attendance* = 10 points (1.5 point deduction per absence and 0.4 point deduction per lateness; more than 4 unexcused absences may result in automatic failure of the course; If you exceed a fourth of the regular class days (11.25 hours = 3.5 weeks), you will receive an F grade.)  **Grading Scale:** Relative evaluation based on the regulations of Chonnam National University. Here below is a sample guideline.  A = 93-100 C = 73-76  A- = 90-92 C- = 70-72  B+ = 87-89 D+ = 67-69  B = 83-86 D = 63-66  B- = 80-82 D- = 60-62  C+ = 77-89 F = 59 and below |