

**University of North Carolina at Greensboro**  
**East Asian History: Selected Topics – History of the Chinese Frontier.**

HIS 588: Asian History: "History of the Chinese Frontier"

Fall Semester 2007

M 3:30 pm - 6:20 pm MHRA 1208

Instructor: James A. Anderson

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Course web site: [http://www.uncg.edu/his/docs/Anderson\\_index.html](http://www.uncg.edu/his/docs/Anderson_index.html)

Office Hours: M 10:00-10:50am, W 11:00-11:50am and by appointment

### **Course Description**

While remaining “China-focused,” we will explore in this seminar the ways in which the various peoples have existed in the frontier region of the Chinese empire in the Early Modern period, fighting during much of this time for both political autonomy and cultural self-identity. Some of the topics we will explore include the fluid, border-less nature of the frontier, both north and south, Imperial China’s “grand strategy” for the settlement of Inner Asia, court tribute relations with various northern and southern kingdoms, and modern China’s border management as a challenge to shaping the new nation state. It is the desire of the instructor that, after the completion of this course, we will have a larger historical context in which we can more clearly evaluate the events of the last 250 years. Comparing and analyzing various scholarly works, we will write our own history of the Chinese frontier and, in the process, reveal how the present informs our understanding of the past..

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.

### **Blackboard contributions**

I have created a Blackboard 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 forum for the discussion of course materials. On my old course web site I continue to 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. I also include additional materials on the library's Electronic Reserve list. Please refer to the class Blackboard 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.

### **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. Teng, Emma. *Taiwan's Imagined Geography: Chinese Colonial Travel Writing and Pictures, 1683-1895*. Harvard East Asian monographs, 230. Cambridge, Mass: Harvard University Asia Center, 2004.
2. Perdue, Peter C. *China Marches West: The Qing Conquest of Central Eurasia*. Cambridge, Mass: Belknap Press of Harvard University Press, 2005.
3. Giersch, Charles Patterson. *Asian Borderlands: The Transformation of Qing China's Yunnan Frontier*. Cambridge, Mass: Harvard University Press, 2006.
4. Tuttle, Gray. *Tibetan Buddhists in the Making of Modern China*. New York: Columbia University Press, 2005.

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
<b>TRADE &amp; TRIBUTE: A THEORETICAL DISCUSSION</b>	
<b>January 26:</b> Course introduction.	Film: <i>Silk Road</i>
<b>CHINA'S CORE AND PERIPHERY: A THEORETICAL DISCUSSION</b>	
<b>February 2:</b> China's Core and Periphery, the Han and the non-Han	Reading: Cohen article ( <b>E-reserve</b> ) Wang article ( <b>E-reserve</b> ) Fiskesjö article ( <b>E-reserve</b> ) Perdue article ( <b>Course Documents</b> )
<b>THE NORTHWESTERN FRONTIER</b>	
<b>February 9:</b> The Qing March West	Reading: Perdue text Ning Chia chapter ( <b>E-reserve</b> )
<b>February 16:</b> The Qing March West (cont.)	Reading: Perdue text Film: <i>Xinjiang</i>
<b>THE MARITIME FRONTIER</b>	
<b>February 23:</b> The Qing and the Island of Taiwan	Reading: Teng text Eskildsen article ( <b>Course Documents</b> )
<b>March 2:</b> The Qing, Japan, and the Island of Taiwan	Reading: Teng text Tavares article ( <b>Course Documents</b> ) Wong article ( <b>Course Documents</b> ) Film: <i>Ami Hiphop</i>
<b>MONDAY, MARCH 2<sup>nd</sup></b>	<b>UNDERGRADUATES' ANNOTATED BIBLIOGRAPHIES DUE IN CLASS</b>

**FALL BREAK: March 7, Friday - Instruction Ends for Fall Break 6:00 p.m**

**March 15, Wednesday - Classes resume after Fall Break 8:00 a.m**

WEEK'S TOPIC	READINGS AND DISCUSSION
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<b>THE SOUTHERN &amp; SOUTHWESTERN FRONTIER</b>	
<b>March 16: China's Southern Frontier</b>	Readings: Anderson's <u>Palgrave</u> chapter ( <b>E-reserve</b> ) Shin chapter ( <b>E-reserve</b> ) Hansen chapter ( <b>E-reserve</b> ) Herman chapter ( <b>E-reserve</b> ) Film: <i>Guangxi</i>
<b>March 23: China's Southwest (cont.)</b>	Readings: Giersch Text Bello article ( <b>Course Documents</b> ) Wu chapter ( <b>E-reserve</b> )
<b>March 30: China's Southwest (cont.)</b>	Readings: Giersch Text Film: <i>Riding Alone for Thousands of Miles</i>
<b>THE WESTERN FRONTIER</b>	
<b>April 6: Tibet</b>	Readings: Tuttle text Leibold Chapters 2&3 ( <b>E-reserve</b> )
<b>April 13: Tibet (cont.)</b>	Readings: Tuttle text Film: <i>The Mountain Patrol</i>
<b>April 20: Talk with Professor Dorothy Borei</b>	<b>GUEST SPEAKER</b>
<b>April 27:</b>	<b>Class Presentations</b>
<b>May 4:</b>	<b>Class Presentations</b> <b>Final Discussion</b>
<b>MONDAY, MAY 4<sup>th</sup></b>	<b>GRADUATE ESSAYS DUE</b>
<b>MONDAY, MAY 4<sup>th</sup></b>	<b>UNDERGRADUATE ESSAYS DUE</b>
<b>MONDAY, MAY 4<sup>th</sup></b>	<b>Last Day</b> <b>Of His 588 Classes</b>



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