North Carolina State University

HON 293-002   Globalization of China, 1500-1840
Fall 2020, 3 credit hours

Time: MW 10:15-11:30 Online Synchronize

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Course Description

Nowadays, individuals and institutions are connected with and influenced by what is happening in other parts of the world. Such a global world as we see today, however, is not entirely a modern product, and nor is it solely a result of European explorations. This course takes the 16th to the early 19th century as the beginning stage of globalization, and especially focuses on how China was woven into this emerging global network. In roughly chronological order, we will be focusing on China's interaction with the New World, the Dutch, the Great Britain, and the US.

During this early-modern period of intensifying interaction and exchange, "things" travelled more than ever before, and in their movement across various boundaries, they acquired and created new meanings. We will therefore look into commodities such as ceramics, tobacco, tea, and textiles, all of which generated new relations and expanded the cultural horizon of early modern people.

General Method of Instruction

The class focuses on a set of stimulating first-hand records, cutting-edge scholarship and online museum catalogues. The class format will be a combination of interactive lectures, discussion, presentation, group research, and project workshops.

Prerequisites: None

Textbook:
- Marks, Robert. *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-First Century.* Lanham: Rowman & Littlefield Publishers. $25.67
- Brook, Timothy. 2008. *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World.*1st U.S. ed. New York: Bloomsbury Press. $17.19
- Both books are on course reserves in the D. H. Hill Library. Readings other than the textbook are available **in pdf format on Moodle.**

GEP Category Requirements: Global Knowledge

This course fulfills the NCSU General Education Co-Requisite for Global Knowledge. Each course in Global Knowledge will provide instruction and guidance that help students to achieve the following goals.

1. Identify and compare systematically ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people from different societies.
2. Identify the historical context of ideas and cultural practices and their dynamic relations to other historical contexts;
3. Explain how a culture changes in response to internal and external pressures.

GEP Category Requirements: Interdisciplinary Perspectives
This course fulfills the NCSU General Education Co-Requisite for Interdisciplinary Perspectives objectives. Each course in Interdisciplinary Perspectives objectives will provide instruction and guidance that help students to achieve the following goals.

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

Learning Objectives:
- Synthesize research on early modern Chinese history and culture to make arguments about globalization.
- Make connections between China and the outside world historically and geographically to evaluate the current development of globalization.
- Apply ideas from other fields, such as art history and geography, to the study of history.
- Evaluate cultural, social and psychological values of material goods and their contribution to global connections from multiple disciplinary perspectives.
- Design, set up and present exhibitions on a historical theme by synthesizing views of other disciplines.

Course Assignments and Grading
     Engagement: 20%
     Reading Observations: 15%
     Writing Assignments: 40% (20% for each)
     Exhibit Project: 25%

Grade Scale (standard rounding practices followed):

98.0 - 100 = A+	93.0 – 97.99 = A	90.0 – 92.99 = A-
88.0 – 89.99 = B+	83.0 – 87.99 = B	80.0 – 82.99 = B-
78.0 – 79.99 = C+	73.0 – 77.99 = C	70.0 – 72.99 = C-
68.0 – 69.99 = D+	63.0 – 67.99 = D	60.0 – 62.99 = D-
0 – 59.99 = F		

Engagement

Your participation grade will be based upon your engagement during our Zoom meetings, your contributions to the discussions (see the rubric at the end of the syllabus for details), and your participation in class activities. Discussions are where you will learn critical thinking and persuasive presentation. Absences without excuse and showing up late will affect your participation grade.

From Week 2 to Week 12, for each class (exclude the workshop days), 2 students will work together to offer a critical summary of the readings and discussion questions. Aim for 20 minutes, and feel free to use short videos, online activities, Kahoot!, or other tools. You will sign up for a session during the first week.

Reading Observations:

For each class meeting (not the days for workshops), you are required to write a short observation (200-400 words) pulled from that day's readings. Reading observations should be brief comments or questions concerning one or all of the readings. The observation does not to be formal, but allows you to organize your thoughts before coming to the class and helps the instructor to prepare for the discussion. Reading observations are **due on Moodle by 9AM** on the day of the class. *You are allowed to miss two without influencing the grade. No observation for the day that paper or other assignments due.*

Writing Assignment

For writing assignment one, you will be asked to evaluate one primary sources (written or nonwritten). For writing assignment two, you will select one reading that you found the most enlightening during the semester and write a critical review. 3-4 pages each, double-spaced and typed in 12-point font. Deadlines are noted in the schedule and on Moodle Calendar.

Exhibition Project:

Learning history does not only train you with critical thinking and writing, but also with developing the skills that help to make serious history approachable to ordinary audiences. This digital exhibition project aims to cultivate your skills of collecting, analyzing, and presenting sources, as well as synthetizing research perspectives from different disciplines.

You will be divided into groups (of 3-4 people) based on your interests. Each group will propose a topic that elaborates on globalization and how China was involved. The topic could be based on a group of objects, a historical person, a specific place, or a general theme. Suggestions will be provided in class and during the group conferences. You can present your research in various formats, including but not limited to a website, a video, a blog, a Minecraft project, etc..

Through the semester, we will have several workshops that help you to come up with topics, find visual/material evidences, compose introduction for the objects you choose to use, and design the final product.

The project takes 25% of the final grade, which consists of the following parts:

1. **Group conferences** will be scheduled during the semester. As a group you need to bring topic ideas, sources from where the group plans to start, and a group task distribution proposal. I will brainstorm with you and help sharpen your ideas. You are expected to fully engage with the **workshops** by completing assigned works before, during and after the workshops. (5%)
2. In the middle of the semester, each group will put together a **project proposal** based on what you have accomplished in previous workshops. You will get feedback on the proposal from the instructor and the honors fellow. (5%)
3. The **final digital exhibition**. You will get feedback from the class, and your grade will come from both the peer evaluation and the instructor's grading. (10%)
4. The **final portfolio**. It should include: a). All the research you have done and the writings your group used in the exhibition. Consider this as a draft of your research paper and also the proof of doing research, b). An annotated bibliography, c). Each member of the group will submit a self-evaluation separately. (5%)

About COVID-19
Due to the Coronavirus pandemic, public health measures have been implemented across campus. Students should stay current with these practices and expectations through the [Protect the Pack](https://www.ncsu.edu/coronavirus/) website (https://www.ncsu.edu/coronavirus/). The sections below provide expectations and conduct related to COVID-19 issues.

Health and Participation in Class

We are most concerned about your health and the health of your classmates and instructors/TAs.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self reporting ([Coronavirus Self Reporting](#)): Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to class.
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your instructor for the appropriate process to make a COVID-19 request.

Health and Well-Being Resources

These are difficult times, and academic and personal stress are natural results. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center (NCSU Counseling Center)
- Health Center (Health Services | Student)
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: (Share a Concern).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program (Pack Essentials).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the community expectations and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules

Course Expectations Related to COVID-19:

- **Course Attendance**: NC State attendance policies can be found at: REG 02.20.03 – Attendance Regulations – Policies, Regulations & Rules . Please refer to the course's attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the health and participation section above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.
- **Course Meeting Schedule**: This course meets online synchronized via Zoom and other related Google tools. **Be sure to pay attention to the Zoom meeting links on our Moodle page** and any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with the instructor.
- **Technology Requirements:** This course requires particular technologies (Moodle, G Suite Tools, Zoom, PlayPosit, Mediasite, Video recording, etc..) to complete coursework. Be sure to review the syllabus for these expectations, and see the syllabus technical requirements for details. If you need access to additional technological support, please contact the Libraries' Technology Lending Service: (Technology Lending).

Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may need to change accordingly. Regardless of the delivery method, we will strive to provide a high-quality learning experience.

Grading/Scheduling Changing Options Related to COVID-19

If the delivery mode has a negative impact on your academic performance in this course, the university has provided tools to potentially reduce the impact:

- **Enhanced S/U Grading Option**: Enhanced Satisfactory/ Unsatisfactory Grading Option
- **Late Drop**: Enhanced Late Drop Option

Another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.

Other Important Resources

- **Keep Learning:** Keep Learning
- **Protect the Pack FAQs:** Frequently Asked Questions | Protect the Pack
- **NC State Protect the Pack Resources for Students:** Resources for Students | Protect the Pack
- **NC State Keep Learning, tips for students opting to take courses remotely:** Keep Learning Tips for Remote Learning
- **Introduction to Zoom for students:** https://youtu.be/5LbPzzPbYEw
- **Learning with Moodle, a student's guide to using Moodle:** https://moodle-projects.wolfware.ncsu.edu/course/view.php?id=226

NC State Libraries Technology Lending Program

Grading Policies:
Late papers will not be accepted without evidence of an emergency or documented reason. If you have a legitimate reason to request an extension on a paper, email the professor **in advance of the due date**. Extensions will be granted on a case-by-case basis.

- I will not issue reminders for upcoming deadlines. Please copy the course schedule items into your personal calendar and set up reminders for them. You can also refer to the Moodle Calendar for upcoming assignment and deadlines.
- Should you be unable to participate in the class due to a personal emergency or serious illness: Contact the Division of Academic and Student Affairs (919-515-2446; academic-student-affairs@ncsu.edu). DASA staff will work with you to verify the absence and report back to me, usually by copying a message to you, the instructor, and your advisor. It is your responsibility to make sure that this is completed in a timely manner.

Professionalism
Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence. Emergency absences (e.g., student illness or injury) must be documented by the Student Organization Resource Center 515-

3323 within one week of returning to class. Late work will be accepted only in situations where absences were excused. Please consult the following website for further information on University attendance regulations: https://policies.ncsu.edu/regulation/reg-02-20-03.

Cell phones must be silenced and kept out of sight for the duration of the class. Texting, talking and playing on a cell phone is not participating in class.

Students are responsible for reviewing the NC State University policies and regulations which pertain to their course rights and responsibilities:
- Equal Opportunity and Non-Discrimination Policy Statement https://policies.ncsu.edu/policy/pol-04-25-05 with additional references at https://oied.ncsu.edu/equity/policies/
- Code of Student Conduct https://policies.ncsu.edu/policy/pol-11-35-01
- Grades and Grade Point Average https://policies.ncsu.edu/regulation/reg-02-50-03
- Credit-Only Courses https://policies.ncsu.edu/regulation/reg-02-20-15
- Audits https://policies.ncsu.edu/regulation/reg-02-20-04

Accommodations for Disabilities
Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01)

Academic Integrity
Regardless of discipline, honest and rigorous scholarship is at the foundation of a Research I institution. Students are bound by the academic integrity policy as stated in NCSU Code of Student Conduct: http://policies.ncsu.edu/policy/pol-11-35-01. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Pack Pledge on every exam and assignment and to sign or type their name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Violations of academic integrity will result in referral to the Office of Student Conduct with a recommendation of a failing grade for the assignment, and they will be reported to the department head.

Electronically-hosted Course Components
Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

* The syllabus is subject to change. It is the responsibility of students to inform themselves of any changes announced in class.

<p style="text-align:center">Class Schedule</p>

Week 1   **Introduction**
8/10 M   **China in the World**

8/12 W   **Perspectives and Theory of Globalization**
<u>Secondary Source:</u> Marks, *The Origins of the Modern World,* Introduction.
<u>Listen to:</u> browse BBC "A History of the World in 100 Objects."
(http://www.bbc.co.uk/ahistoryoftheworld/about/british-museum-objects/),
especially No. 61-95, pick one that interests you the most and prepare to
talk about it in class: How does this object make connections across
regions? What does it tell you that textual sources normally could not?

Week 2
8/17 M   **Group Presentation**: Five Centuries of World History
              Presentation slides due on Moodle by 9am

8/19 W   **Climate Transition and a Global Moment, 1300-1400**
<u>Secondary Source:</u> *The Origins of the Modern World,* Ch. 1.
<u>Primary Source:</u> Marco Polo, *The Travels*, 113-131.
<u>Listen to:</u> BBC 064 The Percival David Vases, 074 Jade Dragon Cup

Week 3   **The Fifteenth and Sixteenth Century**
8/24 M   **The Ming Dynasty and Zheng He's Voyage**
<u>Secondary Sources:</u> *The Origins of the Modern World,* Ch. 2.
Pomeranz & Topik, *The World that Trade Created*, 47-49.

8/26 W   **Commercial Revolution in Ming China**
<u>Secondary Source:</u> Valerie Hansen, *The Open Empire,* 398-407.
<u>Primary Source:</u> Ebrey, *The Source Book*, 213-220.
<u>Listen to:</u> BBC 072 Ming banknote

Week 4
8/31 M   **Portuguese Settlements and China through the Eye of Matthew Ricci**
<u>Secondary Source:</u> *Encounters*, 126-133.
<u>Primary Source:</u> *China in the 16th Century: The Journals of Matthew
Ricci, 1583-1610*, selected chapters.

9/2 W   **Project Workshop I:** Get started

Week 5   **The Seventeen Century**
9/7 M   **The Maritime World**
<u>Secondary Source:</u> Brook, *Vermeer's Hat*, Ch.1-2 (Ch.2 optional).

9/9 W   **Dutch East India Company**
<u>Secondary Source:</u> *Vermeer's Hat,* Ch. 3.

Week 6   **The Seventeen Century**
9/14 M   **The Silver Flows**
        Secondary Source: *Vermeer's Hat,* Ch. 6.
        Paper one due by 10AM via Moodle

9/16 W   **New Crops, New World**
        Secondary Sources: Valerie Hansen, *The Open Empire,* 140-144.
            The Origins of the Modern World, Ch. 3.

Week 7
9/21 M   **Mapping the Knowledge of the World**
        Secondary Source: *Vermeer's Hat,* Ch. 4.

9/23 W   **Project Workshop II**: Group conference will be scheduled

Week 8
9/28 M   **Project Workshop III:** Research Day

9/30 W   **Project Workshop IV:** Project Proposal
        Group project proposal due by 5PM via Moodle

Week 9   **The Eighteenth Century**
10/5 M   **The Manchus Came**
        Secondary Source: Jonathan D. Spence, *Emperor of China: Self-portrait of Kang Hsi,* 61-89.

10/7 W   **Qing Marches to the West**
        Online Source: *The Conquests of the Qianlong Emperor.* Mactaggart Art Collection 2004.19.68.
        Secondary Source: Laura Newby, "Copper Plates for the Qianlong. Emperor: from Paris to Peking via Canton," *Journal of Early Modern History* 16 (2012): 161-199.

Week 10   .**The Eighteenth Century**
10/12 M   **Western-influenced and Export Art**
        Secondary Source: Musillo, Marco. "Reconciling Two Careers: The Jesuit Memoir of Giuseppe Castiglione Lay Brother and Qing Imperial Painter." *Eighteenth-Century Studies,* 42.2008, 45-59.
        Online Source: Exhibition "East and West: Chinese Export Porcelain"

10/14 W   **Gardens: Perceptions of Nature in East and West**
        Secondary Source: David Porter, *The Chinese Taste in Eighteenth-Century England*, Ch. 2.
        Online Source: Mactaggart Art Collection "Complete View of the Lion Grove ca. 1757"

Week 11   **The Eighteenth Century**
10/19 M   **Textiles: Weaving and Wearing the Global World**
Secondary Source: Beverly Lemire and Giorgio Riello, "East & West:
Textiles and Fashion in Early Modern Europe," *Journal of Social History*,
Vol.41 (No.4), 887-916.
Online Source: Exhibition "[Interwoven Globe: The Worldwide Textile
Trade, 1500–1800](#)"

10/21 W   **Canton Trade and the McCartney Embassy of 1793**
Secondary Source: Marks, *The Origins of the Modern World,* Ch. 4.
Online Source: "[Rise and Fall of the Canton Trade System](#)," MIT
Visualization.

Week 12   **The Nineteenth Century**
10/26 M   **Tea and Opium: In-class debate**
Primary Sources: Two units of readings (see Moodle): 1). Chinese
point of view, 2). Western point of view.
Secondary Sources: *Vermeer's Hat,* Ch. 5.
                  The World that Trade Created, "3.7."

10/28 W   **American Merchants and Chinese Migrants**
Primary Source: Lisa Yun, *The Coolie Speaks,* selected chapters.
                  Paper two due by 10AM via Moodle

Week 13
11/2 M   **Project Workshop V:** Group Work Day

11/4 W   **Project Workshop VI:** Peer Review and Feedback

Week 14
11/9 M   Group Presentation

11/11 W   Group Presentation

Final digital project and portfolio due by Nov. 18th 12PM via Moodle

Class Participation Rubric

GRADE	CRITERIA
90-100	- Demonstrates excellent preparation: has analyzed readings exceptionally well. - Offers specific analysis, synthesis, and evaluation of course material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. - Contributes in a very significant way to ongoing discussion: keeps analysis focused, responses very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.
80-89	- Demonstrates good preparation: knows readings well, has thought through implications of them. - Offers interpretations and analysis of course material (more than just facts) to class. - Contributes well to discussion in an ongoing way: responses to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions to other students.
70-79	- Demonstrates basic preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. - Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class). - Does not offer to contribute to the discussion, but contributes to a moderate degree when called on.
60-69	- Present but not disruptive. - Tries to respond when called on but does not offer much. - Demonstrates very infrequent involvement in the discussion.
0-59	- Absent for more than ten class meetings. - Present but participation is intentionally disruptive & impends others' participation or sense of the classroom as a safe environment.