

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number History 98T
 Course Title A History of Maps in Early Modern East Asia
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis O _____
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

In this class, students will read theoretical works in the field of the History of Cartography and analyze maps and other visual materials as historical sources to examine major changes of early modern East Asia.

3. List faculty member(s) who will serve as instructor (give academic rank):

Sunkyu Lee, Teaching Fellow; Dr. Andrea Goldman, Faculty Mentor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No O

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2017-2018 Fall Enrollment _____ Winter Enrollment O Spring Enrollment _____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes ___ No O

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge	Students will learn theories and methodology by reading recent publications from the field of History of Cartography.
❑ Integrative Learning	The class will teach students how to incorporate maps and other visual materials into historical analysis.
❑ Ethical Implications	Students will discuss the issue of growing state power and social resistance through historical analysis of early modern cartography as a means to power.
❑ Cultural Diversity	Students will examine experiences of East Asia in the context of early modern world and develop a critical perspective toward a Eurocentric historical narrative.
❑ Critical Thinking	Students will attain a skill of critical analysis of primary and secondary sources.
❑ Rhetorical Effectiveness	Students will learn how to conduct research in collaboration with classmates and to present research results in public.
❑ Problem-solving	Students will develop a hypothesis and design their research to test the hypothesis.
❑ Library & Information Literacy	Students will learn how to search the database of libraries, museums and historical archives and to effectively use the data for their research.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>0.5</u>	(hours)

(A) TOTAL Student Contact Per Week **3.5** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>0.5</u>	(hours)
2. Reading	<u>5</u>	(hours)
3. Group Projects:	<u>1</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)

(B) TOTAL Out-of-class time per week **11.5** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** **(HOURS)**

History 98T**A History of Maps in Early Modern East Asia****Instructor: Sunkyu Lee**Email: sunkyulee22@gmail.com**Course Description**

According to J.B. Harley, “all cartography is an intricate, controlled fiction.” Recent studies on cartography shift from the emphasis on scientific progress and instead treat maps as a product of discourses. However, maps have not only served as a language of power. Various groups of people also used maps in order to protest against hegemony. For instance, merchant routebooks and commercial maps showed a new perspective toward space, which diverged greatly from an earlier official vision.

This course will examine the relationship between changing cartographic practices and multiple developments in East Asia from the mid-twelfth to the late nineteenth centuries. Scholars identify some of the major changes during this period as “early modern.” (1) Commercialization and the rise of private printing promoted the production of a new kind of map suited for travel, trade or artistic taste. (2) Territorial expansion and the penetration of state power into peripheral regions encouraged the adoption of new advanced technology in cartography. (3) The combination of the state’s needs and scholarly interest in the cultural diversity of the people brought about the development of an investigative attitude toward the territories and their inhabitants. At the end of the class, students will have a chance to examine the transition toward modernity in the nineteenth and twentieth centuries and understand differences between early modern and modern maps.

This course will provide an invaluable opportunity for students to incorporate visual analysis into historical research. Although the main focus will be on Chinese history, this class will introduce the experiences of other East Asian countries, such as Japan, Korea, and Southeast Asia and encourage students to develop a comparative perspective.

Course Objectives

- (1) Learn the evolution and changes within the field of History of Cartography
- (2) Understand major changes of East Asia from the 12th to 20th centuries
- (3) Learn how to use visual materials as historical sources
- (4) Attain a skill of critical reading
- (5) Learn how to conduct research in collaboration with classmates and present research results in public
- (6) Learn how to write a research paper (approximately 12 pages)

Expectations and Grading

Classroom Participation 10%

- Students are expected to attend all of the classes and actively participate in discussion. Any unexcused absence will affect the grade.

Keyword Essay 20%

- Students are required to submit a one-page essay regarding each week's readings before the class. Students will choose a keyword based on their reading and explain its meaning and historical importance in their essay.

Museum Project 20% (Group Presentation 10%, Paper 10%)

- Students will be required to visit one museum in the Los Angeles area and conduct research of a map or a material object from the museum collection. Museums include, but are not limited to, LACMA, the Getty Center, USC Pacific Asia Museum, Norton Simon Museum and the Huntington Library. Students will present their research as a group (15 minutes, on week 5 and 6 in class) and submit a paper one week after the presentation (week 6 and 7).

Final Project 50% (First Draft 10%, Second Draft 15%, and Final Draft 35%)

- Students are required to submit two drafts and one final paper. The first draft,

due week 3, will contain a brief introduction of the primary material that they choose, a manageable research question, and a list of secondary scholarship (1-2 pages). On week 4 or 5, Students need to visit the instructor individually to discuss the project.

- The second draft, due week 8, must include a thesis statement, a rough outline of the final paper, a critical summary of existing studies, and an explanation of the methodology (4-5 pages).
- The final paper, due Tuesday on Final week, will be approximately 12 pages, including footnotes and bibliography.

Required Readings

Most required readings will be available on the course website. Hard copies of some required texts will be on reserve in Powell Library. Students will be required to bring either a hard or online copy of the readings to the classroom.

Students are responsible for acquiring copies of the following two books, either through purchase or interlibrary loan. The books include:

- Brook, Timothy. *Mr. Selden's Map of China: Decoding the Secrets of a Vanished Cartographer*. Bloomsbury Publishing, 2013 (week 8)—currently available on amazon at \$16.70.
- Winichakul, Thongchai. *Siam Mapped: A History of the Geo-body of a Nation*. University of Hawaii Press, 1994 (week 10)—currently available on amazon at \$26.00.

Research Resources

Students are required to choose a primary material relevant to the class contents and conduct their final project. On week 1, I will provide the list of websites that provide basic information and images of historical maps in East Asia. Students are responsible for searching database and finding out an image for visual analysis.

Weekly Schedule (tentative)

Week 1. The Definition of Maps and Studying History through Maps

- Main Question: What are maps? How can we differentiate between maps and other forms of art (such as landscape paintings)? How can we study history through maps?

Introduce websites and database

Organize students to visit a local museum and conduct group research

Harley, J. Brian. "Maps, knowledge, and power." in Cosgrove, Denis E., and Stephen Daniels. 1988. *The Iconography of Landscape: Essays on the Symbolic Representation, Design, and Use of Past Environments*. Cambridge [England]: Cambridge University Press: 277-312.

Casey, Edward S. 2002. "Prologue," and "Ch. 6. Representing Place Elsewhere: Northern Sung Landscape Painting," in *Representing Place: Landscape Painting and Maps*. Minneapolis: University of Minnesota Press: xiii-xviii, 92-118.

Jacob, Christian. "Toward a Cultural History of Cartography." *Imago mundi* 48.1 (1996): 191-198.

Week 2. Mapping an Administrative Space

- Main Question: How did the early establishment of a centralized bureaucracy affect the development of cartography in China? How did the state (re)construct space through map-making?

Cordell D. K. Yee, "Ch. 3. Reinterpreting Traditional Chinese Geographical Maps" and "Ch. 4. Chinese Maps in Political Culture" in Harley, J. B., David Woodward, and Mark S. Monmonier. 1987. *The History of Cartography*. Vol. 2. Chicago: University of Chicago Press: 35-95.

Mostern, Ruth. 2011. "Prologue" and "Part 1. The Meaning of Territory" in *"Dividing The Realm in Order to Govern": the Spatial Organization of the Song State (960-1276 CE)*. Cambridge: Harvard University Asia Center: 1-34, 57-102.

Week 3. Maps in Print

- Main Question: How did the application of print technology to maps change cartographic practices? Did the official geography still influence commercially printed maps?

Submit the first draft of the paper (all students)

De Weerd, Hilde. "Maps and Memory: Readings of Cartography in Twelfth-and Thirteenth-Century Song China." *Imago Mundi* 61.2 (2009): 145-167.

De Weerd, Hilde. "The Cultural Logics of Map Reading: Text, Time, and Space in Printed Maps of the Song Empire." *Knowledge and Text Production in an Age of Print: China, 900-1400*. Brill, 2011. 239-270.

Berry, Mary Elizabeth. 2006. "Ch. 2. The Library of Public Information" and "Ch. 3. Maps are Strange" in *Japan in Print: Information and Nation in the Early Modern Period*. Berkeley, Calif: University of California Press: 13-103.

Week 4. The Rise of Localism and Mapping the Locality

- Main Question: How did elites build and strengthen a local identity by producing maps? What were the roles of regional institutions and local identities in the creation of a national identity? How did early modern maps situate a local area within the national framework?

Meet with the instructor and discuss the final project (group 1)

Bol, Peter K. "The Rise of Local History: History, Geography, and Culture in Southern Song and Yuan Wuzhou." *Harvard Journal of Asiatic Studies* 61.1 (2001): 37-76.

Wigen, Kären. 2010. "Introduction," "Ch. 1. Shinano in the Nation" and "Ch. 2. Shinano up Close" in *A Malleable Map: Geographies of Restoration in Central Japan, 1600-1912*. Berkeley: University of California Press: 1-88.

Week 5. Travel and Commercial Maps

- Main Question: What kind of political, economic and social changes encouraged the shift from official to popular geography? What are the main differences between earlier administrative maps and commercial maps? What were the roles of commercial printers in spreading a standardized image of the

territory?

Meet with the instructor and discuss the final project (group 2)

Group presentations of museum visit (group 1)

Yonemoto, Marcia. "Introduction," "Ch. 1. Envisioning the Realm: Administrative and Commercial Maps in the Early Modern Period," "Ch. 2. Annotating Japan: the Reinvention of Travel Writing in the Late Seventeenth Century" in *Mapping Early Modern Japan: Space, Place, and Culture in The Tokugawa Period, 1603-1868*. Univ of California Press, 2003: 1-68.

Chow, Kai-wing. "The merging of *shi* and *shang* in travel: The production of knowledge for travel in late Ming book." *Frontiers of History in China* 6.2 (2011): 163-182.

Du, Yongtao. "Introduction" and "Ch. 6. Routes and Places" in *The Order of Places: Translocal Practices of the Huizhou Merchants in Late Imperial China*. Brill, 2015: 1-27, 201-237.

Week 6. Maps as Art

- Main Question: How were maps circulate as a commodity? How did these maps transform the relationship between space and people?

Submit individual report of group project (group 1)

Group presentations of museum visit (group 2)

Fei, Si-yen. "Ch. 3. Imagining Nanjing: a Geneology" in *Negotiating Urban Space: Urbanization and Late Ming Nanjing*. Harvard University Press, 2009: 124-187.

Lee, Hui-shu, "West Lake and the Mapping of Southern Song Art" in *Exquisite Moments: West Lake & Southern Song Art*. China Inst in Amer, 2001: 19-59.

Pegg, Richard A. "Ceramic Cartography: Japanese Map Plates in the Tempo Era (1830-44)," *Orientalism*, 47. 5 (2016)

Week 7. Maps and Colonization

- Main Questions: How do authors define early modern cartography and how is it different from earlier representation of territories? Why did the Qing court adopt the Jesuit cartography? What were the roles of maps in the colonization

process?

Submit individual reports of group project (group 2)

Edney, Matthew H. "Ch. 1. The Irony of Imperial Mapping" in Akerman, James R. 2009. *The Imperial Map: Cartography and the Mastery of Empire*. Chicago: University of Chicago Press: 11-46.

Perdue, Peter C. "Boundaries, Maps, and Movement: Chinese, Russian, and Mongolian Empires in Early Modern Central Eurasia." *The International History Review* 20.2 (1998): 263-286.

Millward, James A. "'Coming onto the Map': Western Regions" Geography and Cartographic Nomenclature in the Making of Chinese Empire in Xinjiang." *Late Imperial China* 20.2 (1999): 61-98.

Hostetler, Laura. "Contending Cartographic Claims? The Qing Empire in Manchu, Chinese and European Maps" in Akerman, James R. 2009: 93-132.

Week 8. Mapping the World

- Main Question: How did increasing connections with the outside world affect existing cartographic conventions? What kind of spatial frameworks did the cartographers employ in order to represent the changing relations between the self and others?

Submit the second draft of the paper (all students)

Brook, Timothy. *Mr. Selden's Map of China: Decoding the Secrets of a Vanished Cartographer*. Bloomsbury Publishing, 2013. (Entire book)

He, Yuming. "The Book and the Barbarian in Ming China and Beyond: The Luo chong lu, or "Record of Naked Creatures"." *Asia Major* (2011): 43-85.

Week 9. Mapping the Borderland

- Main Question: How did the Qing empire redefine the imperial space in order to justify their annexation of Taiwan? How was this change reflected in imperial maps? How did the Qing court mark the boundary between Qing and "savage territory" in Taiwan? How did the Qing expansion to the northeast frontier bring

about interests in mapping the border territories of Chosŏn Korea?

Teng, Emma. "Introduction," "Ch. 1. An Island beyond the Seas Enters the Map," "Ch. 2. Taiwan as a Living Museum: Savagery and Tropes of Anachronism" and "Ch. 5. The Raw and the Cooked: Classifying Taiwan's Land and Natives" in *Taiwan's Imagined Geography: Chinese Colonial Travel Writing and Pictures, 1683-1895*. Harvard Univ Asia Center, 2006: 1-80, 122-148.

Allen, Joseph. "Mapping Taipei: Representation and Ideology, 1626–1945." *Studies on Asia* (2005): 59-80.

Song, Nianshen. "Imagined Territory: Paektusan in Late Chosŏn Maps and Writings." *Studies in the History of Gardens & Designed Landscapes* (2016): 1-17.

Week 10. Maps in the Transition toward Modernity

- Main Question: What were the roles of maps in the creation of the modern nation-state? What is a "geo-body" and how is it different from earlier conceptions of territory? How is a modern map qualitatively different from earlier maps?

Maier, Charles S. "Consigning the twentieth century to history: Alternative narratives for the modern era." *The American Historical Review* 105.3 (2000): 807-831.

Winichakul, Thongchai. *Siam Mapped: A History of the Geo-body of a Nation*. University of Hawaii Press, 1994: 1-19, 62-80, 97-174.

Scott, James C. "Ch. 1. Nature and Space," "Ch. 3. Authoritarian High Modernism" in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. Yale University Press, 1998: 9-54, 87-102.

Final Week: Submission of the Final Paper (all students)



New Course Proposal

History 98T History of Maps in Early-Modern East Asia

Course Number	History 98T	
Title	History of Maps in Early-Modern East Asia	
Short Title	MAP-ERLY MOD E ASIA	
Units	Fixed: 5	
Grading Basis	Letter grade only	
Instructional Format	Seminar - 3 hours per week	
TIE Code	SEMT - Seminar (Topical) [T]	
GE Requirement	Yes	
Major or Minor Requirement	No	
Requisites	Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.	
Course Description	Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of relationship between changing cartographic practices and multiple developments in early-modern East Asia. Students learn how to incorporate visual analysis into historical research. Letter grading.	
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows	
Syllabus	File Lee_Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.	
Supplemental Information	Instructor (Sunkyu Lee) UID: 304293234 Professor Andrea Goldman is the faculty mentor for this course.	
Grading Structure	Classroom Participation - 10% Keyword Essay - 20% Museum Project - 20% Final Project - 50%	
Effective Date	Winter 2018	
Discontinue Date	Summer 1 2018	
Instructor	Name Sunkyu Lee	Title Teaching Fellow
Quarters Taught	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
Department	History	
Contact	Name MICHELLE CHEN	E-mail mchen@oid.ucla.edu
Routing Help		

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Added to SRS on 8/31/2017 10:01:34 AM

Title, Description

Changes:**Comments:** Course description edited into official version. Removed "A" from title.**Role:** Registrar's Scheduling Office - Hiatt, Michelle N (MHIATT@REGISTRAR.UCLA.EDU) - 310-825-12**Status:** Added to SRS on 8/30/2017 11:32:14 AM**Changes:** Short Title**Comments:** No Comments**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 8/25/2017 3:34:13 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 8/20/2017 7:57:44 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 8/4/2017 4:22:50 PM**Changes:** No Changes Made**Comments:** Routing to Joe Bristow for FEC approval.**Role:** CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Approved on 7/14/2017 3:23:41 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Submitted on 7/14/2017 2:59:50 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

[Main Menu](#) [Inventory](#) [Reports](#) [Help](#) [Exit](#)
[Registrar's Office](#) [MyUCLA](#) [SRWeb](#)

Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 825-6704