

Proposal for New Course Development grant

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Course Title: HST4XX: "When East met West in China"

The history department requested I develop a new CUE to teach in AY 20-21 to fill the rotation of US/European seminars versus "DE" seminars in Asia, Africa, LACS and the Middle East. I anticipate offering this course once more before tenure. This is an important Capstone for our majors and minors, but also a critical component of my course development. The course will also serve the Asian Studies minor.

The topic of the course is the relations between China and the West from the late sixteenth century to the late twentieth century. It looks more closely at major turning points which influenced the ways in which each side perceived the other, ranging from the Jesuit missionaries at the imperial court introducing Western science to the opening up of China in final quarter of the twentieth century and beyond. Showing that China maintained contacts with the West, contrary to common perceptions of Chinese isolationism, helps History and Asian Studies students to develop critical thinking skills about present-day narratives on China-US relations, too.

As the first full-time faculty member offering East Asian history courses at the College, I am excited to offer students this course, but I also need this support to do so. My own field of research (medieval China and its foreign relations), is very specialized and requires good knowledge of literary Chinese for research projects. To offer a CUE sequence suitable for our students, I focus on East-West interactions from the first arrivals of Europeans in China, from the late sixteenth century onwards, because there is a significant amount of material available in English, in primary and secondary sources. However, I need to undertake a thorough literature review to acquaint myself with the major debates in fields that reach far outside my research specialty, in particular those touching on modern Western history.

Suggested timeline:

Week 1 (July 20- July 26)

Survey of literature: identify various topics and fields, and theoretical background of comparative history. Using several research guides, I will be able to narrow down the most fruitful subfields.

- Wilkinson, Endymion Porter, and Harvard University. Asia Center. *Chinese History: A New Manual*. Fifth ed. Cambridge, MA: Endymion Wilkinson, C/o Harvard University Asia Center, 2018.
- Standaert, N., and R. G Tiedemann. *Handbook of Christianity in China*. Handbook of Oriental Studies. Section Four, China, Handbuch Der Orientalistik, V. 15 =. Leiden: Brill, 2001.

Week 2-3 (July 27-August 9)

Identifying articles and monographs as course materials, without overwhelming students, to find a clear line in the trajectory of the course and its units.

- Historiography of foreign relations from the early modern era onwards: new insights in the world views of the Chinese and the Europeans, based on new research, including use of new archival material
- Economic history and the issue of "the Great Divergence" between China and the West (Ken Pomeranz) as a theoretical background.
- Biographies and autobiographies of participants in these events, e.g. Joseph Needham (author of the monumental *Science and Civilisation in China* and director of the Sino-British Science Co-operation Office during WWII), missionaries during the anti-western Boxer rebellion of 1900, Chiang Kai-shek (leader of the Republic of China who converted to Christianity), etc.
- Locating online resources for primary sources (e.g archives with digitized holdings), or located close enough to the College for students to visit.

Week 4 (August 10-16)

Finalizing course readings and assignments: balancing theoretical readings, primary sources, and secondary literature, and constructing assignments that allow students to show mastery of a complex historical narrative.

Resources requested

I will be in residence at the College and working from home in Belgium (August), with an occasional visit to local research libraries; my request is for a stipend of \$2000 to develop new course content.

Other professional commitments during summer 2020

1. Continued research and writing on my monograph on medieval Northeast Asia (working title: *Northeast Asia in Transformation: 500-900 CE*), with the aim to complete one more chapter during the summer for a full first rough draft.
2. Contract to contribute a new chapter for the *Cambridge History of Confucianism*, edited by Kiri Paramore, due January 2021.

Due to teaching commitments during the semester, the summer is the only time that provides uninterrupted research and writing time for these two projects. I have applied for a 4-week Summer Research grant from FDSC to support the second project, which also expands my current research area.

Previously received funding:

Summer 2018: New Course Development grant (4 weeks, \$2000) for developing a new FYS. I have taught FYS106 “How Tea Conquered the World” in Fall 18 and Fall 19, and intend to teach it again.

Additional information:

I am willing to accept a reduced award amount in case only partial funding is possible.

Please see my vita attached.

A letter from the department chair, Dr. Ouellette, will follow under separate cover shortly.