

Rhodes College Digital Archives - DLynx

HIST 282-01, Traditional China, Fall 2010

Item Type	Syllabus
Authors	Brown, Clayton D.
Publisher	Memphis, Tenn. : Rhodes College
Rights	Rhodes College owns the rights to the archival digital objects in this collection. Objects are made available for educational use only and may not be used for any non-educational or commercial purpose. Approved educational uses include private research and scholarship, teaching, and student projects. For additional information please contact archives@rhodes.edu . Fees may apply.
Download date	2025-05-22 03:40:16
Link to Item	http://hdl.handle.net/10267/15536



History 282, Traditional China

Fall Semester 2010, M/W/F 8:00 am

Prof. Clayton D. Brown, email: brownc@rhodes.edu

Office: Buckman 206A, M/W 9:00-11:00 am and by appointment

(This syllabus and other course materials are available on Moodle)

COURSE DESCRIPTION

Beginning with the earliest evidence of human civilization in the region, this course traces the emergence of political states within China and their eventual unification into a single empire, an institution that persisted for millennia. Throughout this process the development of literature, religion, philosophy, and material culture in Chinese society all played a role in shaping the character of what became modern China. (As the first of a two part series, this course is followed by Modern China offered spring semester).

COURSE ATTRIBUTES

This course fulfills requirements for F3 - Historical Forces; F9 - Cultural Perspectives; non-Western histories (Asia, Africa, Middle-East); Periods prior to 1500 CE; and Humanities credits.

COURSE GOALS

Although the subject for the course is Traditional China, the main point of the course is not to know everything about Chinese history, which would be impossible in any case, but to offer a general chronological narrative from the textbook and lectures while providing additional depth by focusing on a limited number of important events and major themes. This is achieved through critical analysis of primary sources and discussion of specialized readings. Through this method and not lecture alone, it is expected that **students will not only gain factual knowledge related to Chinese history but also come to appreciate both the uniqueness of Chinese culture and the universality of the human experience.**

COURSE STRUCTURE

This class meets three days a week: Mondays, Wednesdays, and Fridays. Course content includes Powerpoint presentations to complement the text, discussion of primary source readings, and occasional films and writing exercises.

Assessment: Final grades for the course are based on participation, quizzes, writing exercises, a midterm and a final exam, and a final capstone essay. The total points possible will be around 500.

Exams: Two exams will be given in the course of the semester—a midterm and a final, each worth 100 points. Both exams are content-based and involve multiple choice, fill in the blank, and short answer questions. The midterm also includes a short essay. The final exam is cumulative. As with quizzes, the reading guides posted on Moodle assist in preparation for the exams.

Quizzes: A schedule of **reading assignments**, including text and supplemental readings, is provided below and must always be completed *before* class. Use the weekly readings guides posted on Moodle to prepare for quizzes and exams. Six unannounced **quizzes** will be administered during the semester, with the lowest quiz score dropped at the end of the semester. Each quiz is worth 10 points, for a semester total of 50 points possible. Typically quizzes involve questions covering material from the previous presentation and/or current reading assignments.

Participation: 30 points for the semester will be based on participation in class. The final participation grade will be given at the end of the semester, but at midterm a preliminary assessment will be given for reference. Regular and informed contribution to **discussions**, and the **quality** of contribution, will be regularly assessed. Absences, unpreparedness and disruptive behaviors disqualify one from participation credit. Be sure to come prepared with textbook and supplemental readings for reference. Occasional presentations to the class on assigned topics fall into the Participation category.

Papers: All writing exercises are intended to provide an opportunity for creatively engaging the course material, but must adhere to the conventions described below. The final capstone essay, due the last day of class, will be 10 pages worth 100 points (topic given below). Short essays count for 50 points each, including the philosophies essay and response to one feature film. The poem exercise is worth 20 points.

FINAL ESSAY QUESTION: In the course of its development, China has seen many changes (political, cultural, linguistic, economic, geographic, religious, and otherwise) yet the Chinese themselves have tended to see continuity across the centuries. How is China of 1600 different from earlier periods and how is it the same? Do you see greater continuity or change?

Use double-spaced in 12 point Times New Roman font with standard one inch margins. Use correct Chicago style citations, either footnotes or endnotes, and include a signed honor code pledge and sequential page numbering centered at the bottom of each page as well as a list of sources cited. Consult the *Chicago Manual of Style* or Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* as necessary. Refer to the *Rhodes College Guide to Effective Writing* for assistance, and if necessary use the Rhodes Writing Center in Barret 122 in the process of drafting and revising papers.

In general, papers are graded according to the following schema:

Title—Give your essay a descriptive title that conveys both the topic and the gist of your argument in a creative way (i.e. do not title your paper “Paper #1”).

Thesis statement—A clear, concise statement of no more than one sentence that posits your argument.

Introduction—Opening paragraph of your essay introduces the topic, states your thesis, and provides a preview of the paper’s main points.

Conclusion—Last paragraph of the essay recapitulates your thesis, summarizes the main points and ties the essay together.

Mechanics—Paragraphs, spelling, grammar, punctuation, etc. must adhere to academic standards.

Persuasiveness—Is your argument clear and logical and does your evidence support your conclusion?

Organization—Follow the trajectory outlined in your introduction. Is there natural progression? Or is it a jumble of unrelated ideas? Be sure to employ transitions and topic sentences to assist your reader in following the logic of your paper.

Focus—Stick to the topic, no rambling. Leave out extraneous or irrelevant material, even if it is true. Whatever you say must clearly support your argument.

Aesthetics—Is the language of your paper engaging, informative, and reliant on active rather than passive voice? AVOID LINKING VERBS AND THE VERNACULAR!

Evidence/support—Refer to specific examples covered in the lectures or readings to support your argument. Be sure your information is correct, and properly cite your sources.

Be sure to include your thesis statement in the opening paragraph. Remember, your essay is argument-driven, not a summary of the book(s). Refrain from recapitulating the story; rather, be selective about which examples you cite in supporting your main point. This is the FOCUS portion of your grade as stated in the essay study guide above. Please review this study guide and the *Rhodes College Guide to Effective Writing* for assistance. This may save you time and effort and will certainly produce better essays.

Film Exercise: Each student will sign up for and then view one feature film (not documentary) offered during the semester and then compose a 3 page response connecting the film with what we have covered in the course. Note how the film's portrayal of historical events, places, characters, costumes or culture corresponds with what we have studied. Provide specific examples from the movie that illustrate what we have encountered in our readings or lectures. (Remember, this is comparative, not a plot summary or film review). Papers are due in class on the day indicated and are worth 50 points.

Current scores will be posted on Moodle with your aggregate grade to date automatically figured and displayed.

COURSE TEXTS

Bray, Francesca. *Technology and Society in Ming China*. American Historical Association, 2000.

Ebrey, Patricia, ed. *Chinese Civilization: A Sourcebook*, 2nd ed. New York: The Free Press, 1993.

Gernet, Jacques. *Daily Life in China on the Eve of the Mongol Invasion*. Stanford: Stanford University Press, 1970.

Hansen, Valerie. *The Open Empire*. New York: WW Norton, 2000.

Loewe, Michael. *Everyday Life in Early Imperial China*. Indianapolis: Hackett, 2005.

Waley, Arthur. *Three Ways of Thought in Ancient China*. Stanford University Press, 1982.

(all additional readings will be available digitally on Moodle)

FILMS (available both on Moodle or in the Media Center)

Emperor and the Assassin, Red Cliff (Chibi), Curse of the Golden Flower, House of Flying Daggers, Mongol: Rise of Genghis Khan

POLICIES

In this course we are committed to Rhodes standards: “Freedom of thought, a civil exchange of ideas, and an appreciation of diverse perspectives are fundamental characteristics of a community that is committed to critical inquiry. To promote such an academic and social environment we expect integrity and honesty in our relationships with each other and openness to learning about and experiencing cultural diversity” (Student Handbook 27). In this spirit, this class is to provide a safe space for critical thinking and the free exchange of ideas.

The Honor System: As a Rhodes student you are committed to the Honor Code. Students should be clear about what constitutes plagiarism and cheating and never engage in either (if necessary review the *Rhodes College Guide to Effective Writing* pages 37-40). Any violation will be reported to the Honor Council.

Disabilities: Any documented disabilities will be accommodated. This should be done through the Student Disability Services Office which will then work with the instructor to make any recommended accommodations for the student. See www.rhodes.edu/disability or the *Student Handbook* page 8. Note that it is the responsibility of the student to obtain any necessary documentation and work through the Disability Office; the instructor merely complies with requests from the office.

Attendance: “Students enrolled at the institution make a commitment to participate fully in their education, which includes attending classes. Absenteeism is not to be taken lightly” (Student Handbook 12). Besides missing participation points, absences will be noted by the instructor and your grade will suffer.

In-class behavior: Any disrespectful utterances or actions, whether directed at the instructor or fellow students, will not be tolerated. No cell phones or texting devices should be brought to class—leave these at home. Private conversations and any other distractions will likewise not be tolerated and will result in forfeiture of participation points. During class time, your classmates and the instructor expect that you will be engaged in the course and not serve as a hindrance to teaching or learning.

Making up work: As a policy I do not allow the “making up” of assignments, papers, exams, or even classroom participation. In *documented* cases of extenuating circumstances (i.e. emergency hospitalization) the instructor will make reasonable accommodations.

Availability: If I am in my office with the door open, feel free to stop in. I do teach two other courses and am not always available, but my office hours are M/W 9-11 am; please use that time to visit with me if at all possible. I am also willing to meet by appointment. I do check email at least once a day, and I will

respond within twenty-four hours, but do not expect a response the same day. If you have a genuine emergency please contact the department secretary, Ms. Heather Holt, who can then get in touch with me.

READING SCHEDULE

Wednesday, Aug 25: Introduction to course

Friday, Aug 27: Presentation on China's Human and Physical Geography

Monday, Aug 30: Presentation on Mythology and Preshistory. In-class examination of "Canon of Yao"

The Emergence of Dynasties and Histories

Wednesday, Sep 1: The Shang Dynasty. Read Hansen 1 (pp 3-53), Ebrey "Late Shang Divination Records"

Friday, Sep 3: The Zhou Dynasty. Read Hansen 2 (pp. 55-95), in-class examination of "The Shao Announcement"

Monday, Sep 6: **NO CLASS** (Labor Day)

Wednesday, Sep 8: Ebrey, "The Metal Bound Box," "The Book of Changes," "Book of Songs." Try online Yijing reading at <http://flytrapinteractive.com/~complimentary/iching/index.html>. Chinese calendar at <http://weber.ucsd.edu/~dkjordan/chin/hbcalendar-u.html>

The Axial Age: Daoism, Confucianism and Legalism (Realism)

Friday, Sep 10: Ebrey, "Confucian Teachings," Moodle: "Mozi on Ghosts"

Monday, Sep 13: Ebrey, "Daoist Teachings," "Legalism." Note: short essay exercise on philosophies due on Friday, Sep 24th.

Wednesday Sep 15: Waley 1-79.

Friday Sep 17: Waley 80-147.

Monday Sep 20: Waley 148-196.

*Wednesday Sep 22: Philosophies Essay due; in-class philosophies debate.

Friday Sep 24: Presentation on Warring States

Creating an Empire

Monday Sep 27: Qin conquest. Read Hansen 97-112 and the famous folktale at <http://dss.ucsd.edu/cgi-bin/cgiwrap/dkjordan/chopera.pl?taleid=Opera029>

Wednesday Sep 29: Jing Ke as Hero. Read “Jing Ke Biography,” “Jing Ke Comic Book Story,” and “Jing Ke poem” available on Moodle, then watch the film *Hero* on Moodle or in the Media Center. Consider how, and why, the original story was altered and why the story has remained popular for two millennia, even appealing to American audiences. Bring to class a three page response answering this question.

Friday Oct 1: Han dynasty. Read Hansen 112-149, Ebrey “Heaven, Earth, and Man.” High-resolution image of Lady Dai’s silk banner and 3D virtual Wu Liang Shrine available on Moodle and public folder. Papers due for those who chose the film *Emperor and the Assassin*.

Monday Oct 4: Loewe 17-63, Ebrey “Debate on Salt and Iron”

Wednesday Oct 6: Loewe 64-127, Ebrey “Classic of Filial Piety”

Friday Oct 8: Loewe 128-199, Ebrey, “Women’s Virtues and Vices.” In-class discussion of story of Mulan. Papers due for those who chose the film *Red Cliff* (Chibi).

Monday Oct 11: Presentation on Silk and the Silk Road

Buddhism Enters China

Wednesday Oct 13: Read Hansen 4 (pp. 153-189). Presentation on Buddhism

*Friday Oct 15: Midterm Exam

Monday Oct 18: **NO CLASS**—Fall recess.

Wednesday Oct 20: Read Ebrey, “Buddhist Doctrines and Practices,” optional supplement “The Lotus Sutra.” Presentation on Cultural Heritage Controversy and the Silk Road Today.

China’s Golden Age

Friday Oct 22: The Tang dynasty. Read Hansen 5 (pp 191-219), Ebrey, “Cultural Differences Between North and South,” “The Examination System.”

Monday Oct 25: Presentation on Tea and Music in the Tang

Wednesday Oct 27: Read “Classical Poetry” on Moodle and share poems from composition exercise.

Friday Oct 29: Demise of the Tang Dynasty. Read Hansen 6 (pp 221-258) and Ebrey, “Dancing Horses of Xuanzong’s Court.” Papers due for those who chose the films *Curse of the Golden Flower* and *House of Flying Daggers*.

Monday Nov 1: Song Dynasty. Read Hansen 7 (pp 261-297) and Ebrey, “Wang Anshi, Sima Guang, and Emperor Shenzong.” High-resolution image of Qingming scroll available on Moodle.

Wednesday Nov 3: **NO CLASS**; read *Daily Life in China on the Eve of the Mongol Invasion*

Friday Nov 5: **NO CLASS**; read *Daily Life in China on the Eve of the Mongol Invasion*

Monday Nov 8: **NO CLASS**; read *Daily Life in China on the Eve of the Mongol Invasion*

*Wednesday Nov 10: Song dynasty presentation. Read Ebrey, “Women and the Problems They Create.” Paper on *Daily Life* due.

Friday Nov 12: Three Inventions presentation. Read Ebrey, “The Attractions of the Capital.”

Monday Nov 15: Northern Dynasties. Read Hansen 8 (299-333)

Wednesday Nov 17: The Mongols. Read Hansen 9 (335-367) and excerpt to page 24 from *William of Rubruck’s account of Mongols* by Rana Saad from Google Books:

<http://books.google.com/books?id=kORJdSrWuG8C&printsec=frontcover&dq=rana+saad&hl=en&ei=b9t hTlzSMpGc9gSjsqi #v=onepage&q&f=false>.

Friday Nov 19: Read “24 Examples of Filial Piety” on Moodle. Presentation on Ethnic Identity in China (Sinicization theory). Papers due for those who chose the film *Mongol: Rise of Genghis Khan*.

Monday Nov 22: Class time and office hours devoted to meeting with students to discuss papers.

Wednesday Nov 24: **NO CLASS**—Thanksgiving recess

Friday Nov 26: **NO CLASS**—Thanksgiving recess

Monday Nov 29: Ming Dynasty. Read Hansen 10 (369-407).

Wednesday Dec 1: Ebrey, “Proclamations of the Hongwu Emperor,” “Concubines,” “Widows Loyal Unto Death.”

Friday Dec 3: Begin reading *Technology and Society in Ming China*. Presentation on Porcelain and Mandarin Square.

Monday Dec 6: Finish *Technology and Society in Ming China*

Wednesday Dec 8: Final papers due

***Final Exam Monday 13th 8:30 am**

List of Map Items

Reference Maps: See Hansen, Ebrey inner front cover, and my Powerpoint slides on Moodle.

Yellow Sea, East China Sea, South China Sea, Yellow River, Wei River, Yangzi River, Pearl River, Manchuria, Mongolia, Tibet, Xinjiang, Sichuan, Taiwan, Gobi Desert, Taklamakan Desert (Tarim Basin), Tianshan range, Kunlun Mountains, Anyang, Kaifeng, Luoyang, Hangzhou, Xi'an (Chang'an), Beijing, Nanjing, Shanghai, Guangzhou (Canton), Chongqing, Great Wall

Chinese Pronunciation Guide:

- C=ts Cao Cao, Cao Pi
- Q=ch Qin dynasty
- Shi=shr Shiji (Records of the Grand Historian), Shijing (Book of Odes)
- Si=sz Sichuan province
- Xi=hs Xi'an, xiao (filial piety)
- Xu=hsu Xu (Chinese surname)
- Zh=j Zhou dynasty
- ei=ā Wei dynasty
- ui=way Sui dynasty