

Course Syllabus

HIST 3314-501 TRADITIONAL CHINA • Fall 2010

W 7:00–9:45 PM

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Office Hours: MW 3:00–3:45 PM or by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions:

There are no pre-requisites or other restrictions for this course.
Knowledge of Chinese language is not required.

Course Description:

Chinese civilization, like its Greek and Roman counterparts in the Mediterranean, is both ancient and far-reaching, influencing the political, economic, social, intellectual, religious, and cultural systems of a hemisphere for over five thousand years. Traditional Chinese civilization coalesced around the turn of the Common Era, reached its zenith during the mid-eighth century, and then began its descent into the early modern world. This course will examine the history of Chinese civilization from its neolithic beginnings to the end of the tenth century of the common era, focusing on political, social, economic, intellectual, and cultural developments.

Student Learning Objectives/Outcomes:

This course is designed to introduce students to the major themes in the history of traditional China. The vast timeline will be divided into meaningful periods, and the polity, society, economy, thought, and culture of each period will be examined through an extensive collection of primary documents (in English translation). Students will write weekly in-class essays on these documents. Additionally, textbook readings and class lecture will further contextualize and illuminate the documents. By the end of the term, students will possess a comprehensive overview of historical trends in traditional China, as well as improve critical reading, thinking, and writing skills.

History, Writing, and this Class:

Most of you are enrolled in this class because at some level you have developed an interest in history. To this point your interests have likely been passive; that is to say, you have enjoyed reading books or watching documentaries about historical topics. In this course you will shift from being consumers of history to producers of history. You will learn how to “do history.”

“Doing history” might be summed up by three interrelated acts: reading, thinking, and articulating your ideas about the past. The written word lies at the heart of the historical enterprise. Many of the surviving artifacts from the past are written documents, and most of the scholarship that attempts to make sense of these artifacts is also in written form. As such, you will be regularly engaged with writing. You will read the documents from the past. You will read ancient and modern historians’ attempts to organize the artifacts into meaningful representations of different times and places. You will think about both the primary and secondary documents at your disposal and offer your own representation of the past. You will do this through a variety of written assignments; that is how the professional historian works.

Although the creation of original ideas (or critical examinations of old ones) is the most significant act that the historian performs, for ideas to be tested and accepted they must first be shared. These ideas are shared in the form of books, articles, and short essays presented orally at conferences. Audiences will vary. At times historians write for each other. Other times they write for non-specialist or lay readers. And at other times they write for students. Depending on the audience, historians adopt a variety of voices; some formal, others informal. It is important to know how to present your ideas to each specific audience.

The format of historical writing is not simply to satisfy the whims of senior historians (or history professors). Rather, proper presentation of your ideas in writing adds credibility to your argument. Correct style, tone, format, documentation of evidence, etc. tell the reader that you have “sweated the small stuff,” and therefore your big ideas can be taken seriously. Conversely, failure to follow the conventions of the discipline signals to your reader that you have not mastered the simple matters of style, causing them to possibly doubt your ability to handle the more complex issues of content. While the viewpoint expressed above (“bad writing = unintelligence”) is most likely unfair and untrue, the perception remains. Thus it is your responsibility to demonstrate a competency in the craft of historical writing if you want your ideas to be taken seriously.

In this course you will have ample opportunity to examine primary and secondary documents, formulate your own ideas about them, and express those ideas in clear and concise essays. You will not only learn the “facts” about the history of traditional China, you will “do history.”

Required Textbooks and Materials:

Ebrey, Patricia. *Cambridge Illustrated History of China*. Cambridge: Cambridge University Press, 1997. [ISBN: 052166991X]. 1st or 2nd edition acceptable.

Ebrey, Patricia. *Chinese Civilization: A Sourcebook*. 2nd ed. New York: Free Press, 1993. [ISBN: 002908752X].

Chang, K.C. *Art, Myth, and Ritual: The Path to Political Authority in Ancient China*. Cambridge: Harvard University Press, 1983. [ISBN: 0674048083].

Schafer, Edward. *The Golden Peaches of Samarkand*. Berkeley: University of California Press, 1985. [ISBN: 0520054628].

Holcombe, Charles. *The Genesis of East Asia*. Honolulu: University of Hawaii Press, 2000. [ISBN: 0824824652].

Rand McNally Map of China. [#126-12862-6]. [Available from professor]

Additional required reading materials will be distributed via eLearning.

Assignments & Academic Calendar:**Map assignment [5%]:**

You will be asked to identify a set of locations on the Rand McNally outline map of China and Japan [available from professor]. Grade will be based on completeness and accuracy.

Write to Learn [In-class essays, 10%; Portfolio, 15%]:

Over the course of the semester you will be required to write several short essays, typically in class. These short essays may ask you to summarize or analyze a primary document, or write a micro-theme on an assigned topic related to course work. Most of these “crash essays” will be graded for completion and content. You must save all of these assignments, since at the end of the semester a “portfolio” of these essays will be resubmitted as part of your “final exam.” Selected essays will be revised and graded for content and presentation. No make-up assignments will be given.

Book Captures [10%]:

You will write a 4–5 page “book capture” on each of the secondary monographs (by Chang, and Schafer; listed above). Instructions for this assignment will be distributed via eLearning.

Mid-Term Quizzes [30%]:

Two in-class mid-term quizzes consisting of objective-type questions based on assigned readings and lecture material.

Paper/Project [30%]:

You may choose between either option.

Option 1: Research Paper

Conduct research and write a paper of approximately five to seven (5–7) pages in length arguing a position from a specific perspective. Guidelines for the paper will be distributed via eLearning.

Option 2: Creative Project

Prepare a creative project (fiction, poetry, film, animation, illustration/painting, music, dance, etc.) related to the theme of the course. Guidelines for the project will be distributed via eLearning.

NOTE: There is a substantially weighted written component to the Creative Project option.

Tentative Schedule:

I will make every reasonable effort to follow this reading and discussion schedule, but sometimes changes must be made. Modification to this outline will be announced in class. It is your responsibility to be aware of the schedule and prepare the assigned materials.

KEY:

Readings from Ebrey, *Cambridge Illustrated History of China (CIHC)* are listed by chapter number. Readings from Ebrey, *Chinese Civilization: A Sourcebook (Sourcebook)* are listed by document number.

Items prefaced by a plus sign (+) are available via eLearning.

* = Due Date for Assignment

Date	Topic	Readings/Assignments
8/25	Welcome. Approaches to Chinese History. Land, Language, and People.	+ Periodization of Chinese History
Early China I: Bronze Age Societies		
9/1	Polity, Society, Economy of the Bronze Age	CIHC, 1 Sourcebook, 1, 2 + Basic Annals of the Kings of Shu * Map Assignment Due
9/8	Zhou Thought and Culture The Crisis of the Eastern Zhou.	Sourcebook, 3, 4, 5, 9 CIHC, 2 * Book Capture 1 Due: Chang, Art, Myth, and Ritual
9/15	Ideology of the Eastern Zhou	Sourcebook, 6, 7, 8
Early China II: Early Empire		
9/22	Qin Unification Han Polity	CIHC, 3 Sourcebook, 11, 14 + "The Faults of Ch'in"
9/29	Han Economy, Society, Thought	Sourcebook, 12, 15, 17 + "Summons of the Soul"
10/6	The Fall of the Han.	Sourcebook, 16, 19, 20 * Mid-term 1

Medieval China I: Period of Disunion		
10/13	A Nation Divided: Three States. China and the Nomads.	CIHC, 4 + “Memorial on Deploying the Army” + “Discourse on Enemy States” <i>Sourcebook</i> , 24
10/20	Early Medieval Thought, and Culture	<i>Sourcebook</i> , 21, 22 + “Mu-lien Rescues His Mother” + Poems by Tao Qian + Women in Early Medieval Poetry
Medieval China II: Middle Empires		
10/27	Sui-Tang Reunification Tang Polity	CIHC, 5
11/3	Tang Economy and Society	<i>Sourcebook</i> , 25, 26, 29, 30 * Book Capture 2 Due: Schafer, <i>Golden Peaches of Samarkand</i>
11/10	Tang Thought and Culture	<i>Sourcebook</i> , 31 + Selected Poems of Li Bo and Du Fu + “The Story of Miss Li”
11/17	The An Lushan Rebellion.	<i>Sourcebook</i> , 28 + “Flight from the Capital” + “Song of Lasting Regret” + “Autumn Meditations” * Paper/Project Due
11/24	NO CLASS	
12/1	Aftermath: Uighurs and Anti-Foreignism. The Fall of the Tang. The End of Traditional China.	+ “Memorial on the Bone of the Buddha” + “Edict Suppressing Buddhism” Holcombe, <i>The Genesis of East Asia</i> * Mid-term 2 * WTL Portfolio Due

Grading Policy:

Percentages for the course assignments have been noted above. The following gradescale will be used: 0–59 [F]; 60–62 [D-]; 63–66 [D]; 67–69 [D+]; 70–72 [C-]; 73–76 [C]; 77–79 [C+]; 80–82 [B-]; 83–86 [B]; 87–89 [B+]; 90–92 [A-]; 93–100 [A]. In narrative form, [F]=failing; [D]=below average; [C]=average; [B]=above average; [A]=exceptional. *The professor reserves the right to curve, round, or otherwise adjust grades at his sole discretion.*

Course & Instructor Policies:**Attendance, Participation, and Discussion:**

Attendance is mandatory! Please consult the university calendar before scheduling vacations, weddings, or other extra-curricular events that may keep you from your responsibilities in this class. You are responsible for the material and any assignments regardless of whether you were in a given class meeting or not. Any extended absence (two or more consecutive sessions) should be reported to me via email or phone as soon as possible. Every student is expected to actively participate in the discussion of the assigned readings. While there is no set percentage of the course grade dedicated to this requirement category, students who do not regularly attend and actively participate in class will not fare well in the course.

Late work:

Assignments are due at the beginning of class on the assigned date. Late work will not be accepted. For all work not completed by the due date, the student will receive a grade of 0 (zero) for the assignment. Exceptional circumstances may be taken into account. If you feel your circumstances merit special consideration, please notify me via phone, email, or in person as soon as possible.

Written Assignments:

All out-of-class written assignments must be typed, double-spaced, in a 10–12 point serif typeface (Times, Palatino, Garamond, Gentium, etc.). Pages must have one-inch margins and contain your name and page number in the upper right-hand corner of each page. Assignments must be printed on white paper in black ink. Assignments not meeting these basic technical specifications will not be accepted! Submissions via email or other electronic means will not be accepted.

Your Responsibility:

Students are responsible for all information contained in this syllabus and schedule, as well as any amendments or changes announced by the professor or Teaching Assistant(s) in class. Changes to the course schedule or syllabus will also be announced in class and/or by email. It is your responsibility to regularly check your UTD email account.

Technical Support:

If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Helpdesk at 972 883-2911.

Student Conduct & Discipline:

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Series 50000, Board of Regents, The University of Texas System, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity:

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course may use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Copyright Notice:

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

Email Use:

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Email is the preferred method of communication for this course. I generally reply to messages that require a response (and not all messages require or merit a response from the professor!) within two business days. Messages left on my office voicemail will be retrieved the next time I am on campus, which depending on when the message was left, could be several business days. For queries necessitating a response, email is the best and fastest method of communication.

Withdrawal from Class:

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures:

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy:

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services:

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

disabilityservice@utdallas.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days:

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the

legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.

“Mistaking the educational process for a consumer service where you “get your money's worth” is usually the path to disappointment.”

“Students are not the ‘customers,’ they are the ‘product.’”

[revised 11 August 2010]