

This is an unofficial copy of the HIST 3314 course syllabus. The syllabus of record will be distributed to enrolled members of the course (hard copy in class and electronic copy via eLearning). Contents subject to change.

This unofficial syllabus is for informational purposes only.

HIST 3314.001 TRADITIONAL CHINA

Fall 2015 | MW 11:30–12:45

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Office Hours: Monday 1:00–2:00 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 around an extensive collection of primary documents (in English translation) with the pedagogical objective of teaching students how to “do history” from primary sources. Significant amounts of class time will be devoted to discussions of these source materials. Students will write and submit regular analyses of the primary documents, and these primary source analyses will serve as the foundation for a research paper. Formal textbook readings are purposely minimal. Class lectures will serve to frame and contextualize the primary documents. This course aims to present not only the “facts” of the history of traditional China, but to expose students to the methods of historical inquiry.

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].

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

Additional required reading materials will be distributed via eLearning in pdf file format.

Assignments & Academic Calendar:**Map assignment [10%]:**

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 [30%]:

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 only for completion. Selected Write to Learn essays will be revised and graded as a component of the two quizzes. No make-up assignments will be given.

Mid-Term Quizzes [30%]:

Two in-class mid-term quizzes consisting of objective-type questions based on assigned readings and lecture material. Quizzes may also include take-home component.

Paper/Project [30%]:

You may choose between either option. Failure to complete this assignment will result in an automatic grade of F for the class.

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 based on primary source evidence. Guidelines for the paper will be distributed in class.

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 in class. 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

WK	Date	Topics, Readings, and Due Dates
1	8/24	Welcome
	8/26	Orientations: Land, Language, and People
2	8/31	Early China: Chronological Overview + Periodization of Chinese History <i>CIHC</i> , Ch. 1 * Map Assignment Due
	9/2	Neolithic China
3	9/7	Labor Day
	9/9	Early Bronze Age <i>Civilization</i> , 1
4	9/14	Western Zhou <i>Civilization</i> , 2, 4
	9/16	Eastern Zhou <i>CIHC</i> , Ch. 2 <i>Civilization</i> , 5, 9
5	9/21	Ideology of the Eastern Zhou: The Classicists <i>Civilization</i> , 6
	9/23	Ideology of the Eastern Zhou: Daoists <i>Civilization</i> , 7
6	9/28	Ideology of the Eastern Zhou: Legalists <i>Civilization</i> , 8

	9/30	Qin <i>CIHC</i> , Ch. 3 <i>Civilization</i> , 11
7	10/5	Han: Polity and Economy <i>Civilization</i> , 12, 14
	10/7	Han Dynasty: Society, Thought, and Culture <i>Civilization</i> , 13, 15, 17
8	10/12	The Fall of the Han <i>Civilization</i> , 16, 20
	10/14	Quiz 1
9	10/19	Medieval China: Chronological Overview <i>CIHC</i> , Ch. 4
	10/21	Three Kingdoms + On Deploying the Army + Discourse on Enemy States
10	10/26	China Divided: Northern and Southern Dynasties <i>Civilization</i> , 24
	10/28	Early Medieval Thought: Daoism + Declarations of the Perfected
11	11/2	Early Medieval Thought: Buddhism <i>Civilization</i> , 22 + Mu-lien Rescues His Mother
	11/4	Early Medieval Literature and Art <i>Civilization</i> , 23 + Poems of Tao Qian
12	11/9	Tang Dynasty: Polity <i>CIHC</i> , Ch. 5 <i>Civilization</i> , 25, 26
	11/11	Tang Society <i>Civilization</i> , 30
13	11/16	Tang Economy <i>Civilization</i> , 29
	11/18	Tang Thought <i>Civilization</i> , 31
14	11/23	Fall Break

	11/25	Fall Break
15	11/30	Tang Literature and Art + Poems of Li Bo and Du Fu
	12/2	The An Lushan Rebellion <i>Civilization</i> , 28 * Paper/Project Due
16	12/7	Aftermath of the Rebellion + Du Fu, "Autumn Meditations" + Han Yu, "On the Bone of the Buddha"
	12/9	Quiz 2

Legal & Administrivia

Course & Instructor Policies:

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.

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 as soon as possible. Every student is expected to actively participate in the discussion of the assigned readings. While there may be 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 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. Multi-page documents must be stapled. Cover sheets are not necessary unless the specific assignment guidelines call for one. Do not submit work in a folder or other type of binder unless the specific assignment guidelines call for it.

Assignments not meeting these basic technical specifications will not be accepted.

Submissions via email or other electronic means will not be accepted.

Personal Electronics:

In general, the use of laptop computers, tablet computers, mp3 players, cell phones, and all other personal electronics is prohibited in this course unless a student has documentation from The Office of Student AccessAbility. Students granted exemptions from the personal electronics policy will be seated in the front row of the classroom. Any non-class related use of personal electronics in the classroom will result in a revocation of exemption, and the immediate confiscation of the device. Confiscated devices will be returned at the end of the class period. Repeat offenses will result in a failing grade in the course.

In this course, some of the required readings are available as pdf files on eLearning. When we are discussing the documents in class, you will be allowed to access them electronically via your personal laptop, pad, phone, or other device. Electronic devices must be put away at all other times.

Audio and Video Recording/Intellectual Property:

Audio or video recording of class lectures and other activities without the express written permission of the professor is strictly prohibited. Students with documented accommodations from The Office of Student AccessAbility also require written permission from the professor. Additionally, while you are encouraged to take hand-written notes during class, these notes reflect the intellectual work and property of the professor and may only be used for the notetaker's personal academic use. Notes may be shared with enrolled members of the class, but may not be distributed outside of the classroom community without the professor's express written permission. Notes (and/or approved or illicit audio and/or video recordings) may not be posted online or distributed to free or for-profit entities outside of the classroom community. Violation of this policy may result in a failing grade in the class and expose the student to potential legal action.

University of Texas at Dallas Policies:

In an effort go green (by cutting back on photocopying) University Policies can now be viewed at the following URL:

<http://go.utdallas.edu/syllabus-policies>

Course and Instructor Amendments to the University Policies:

Email Use:

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.

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.

Failure to abide by the policies contained in the syllabus and any amendments or changes announced by the professor may result in a failing grade in the course.

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

[revised 7 August 2015]