

University of North Carolina at Greensboro

HIS 383-01: Chinese History to 1800

Spring Semester 2021

ONLINE (asynchronous)

Instructor: James A. Anderson

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Office Hours: TR 11:00-11:50am and by appointment

Course Description

The Western world's interest in China has long followed two paths, one material and one spiritual. While Western traders and government leaders debated various routes to the elusive "China Market," artists and philosophers deliberated tenets of Confucianism, Daoism (Taoism) and Buddhism, the schools of thought that flourished in traditional Chinese society. The end result was a representation of China still popular in the West, as full of Western dreams and ambitions as it is of Chinese realities. The current debates regarding Chinese trading privileges and human rights abuses are clearly shaped by this Western profile of China. Our course will hold up this picture to scrutiny, while introducing and illuminating both the remarkable and the commonplace from China's past.

Students taking this course should reach the following goals by the end of the semester:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis: Departmental and GEC HP goal]
3. Conduct original research by investigating and interpreting primary and secondary sources. [Historical Research]
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation: Departmental and GEC HP]

Course Requirements

There will be a take-home final exam, five online "half-hourly" quizzes (including a map quiz), and two 5-7 page (12-point font *Times New Roman* font, double-spaced, 1" margins, paginated) "think piece" papers. The first paper will be due posted to Canvas on **Monday, March 1st**. The second paper assignment (in the form of two "court memorials") is due posted to Canvas on **Monday, April 26th**. The schedule for the five online quizzes is noted in the lecture schedule. The questions for the take-home final exam will be posted to Canvas on **Wednesday, April 28th** and it must be posted to Canvas no later than 11:59 p.m. on **Wednesday, May 5th**. The viewing of all lectures and participation in discussion sections is expected. Moreover, the completion of all required written assignments is necessary for a passing grade.

Grading

Skills Quiz

4 Graded Quizzes

Class Participation (film responses, group discussion, participation)

*Film Responses

*Canvas Discussion Questions and Reflections

Paper

Ungraded

30% (7.5% each)

20%

(10%)

(10%)

15%

Memorials	15%
Final Exam	20%

Quizzes (Learning Goals 1, 4):

The quizzes will cover materials from the assigned readings, lectures, films, and other online presentations.. You are responsible for anything that is covered in lectures, whether or not you viewed the lecture for a given class period. **No make-up quizzes will be offered for this class.** Instead, your lowest quiz grade will automatically be dropped from your cumulative course score, **only** if you have taken the ungraded skills quiz at the beginning of the semester. Once the first quiz is dropped, all subsequent missed quizzes will be graded at 0% credit.

Final Take-home Examination (Learning Goals 1, 4):

There is a 5 page, typed take-home exam. I will distribute on Canvas three or four questions on the last day of the course, and you will be required to construct an essay that clearly answers two of these questions while using the primary sources and secondary provided for the class. **The exams will be due posted to Canvas no later than 11:59pm on Wednesday, May 5th.** We'll talk more about this exam later in the course.

CANVAS ASSIGNMENTS

Film Responses (Learning Goal 1):

Two in-class film screenings will take place throughout the semester. Written responses will always be due posted to Canvas the Monday evening at 11:59pm following the film. (Example. For the film available for viewing on **Wednesday, 20 January**, the written response is due **Monday, 25 January by 11:59pm.**) Prior to each screening, you will receive a film-guide handout featuring questions which address the film in terms of weekly course readings. You are expected to prepare well-written and thoughtful responses to each film guide, taking care to thoroughly answer all questions. A thorough response requires a minimum of one well-developed paragraph for each of 3-5 questions present. **These responses must be posted to the appropriate forum on Canvas by the following Monday at midnight.** These due dates are listed on the Canvas forums themselves. **All film responses are required assignments.**

Discussion Questions and Discussion Reflections (Learning Goals 1, 2, 4):

Many Wednesdays you will be enrolled through Canvas in several smaller groups to discuss primary and secondary sources illustrative of themes in this course. In preparation for these discussions, please post a brief passage from an assigned reading. You don't say why you chose the passage. The passage may be a point that confused you, summarized an important point perfectly, or it may be a point that you completely disagree with. **Please post your passage to the appropriate forum on Canvas by Wednesday evening at 11:59pm.**

Between Thursday and Friday you will engage in an online asynchronous discussion with your classmates. Please offer your interpretations of at least two passages offered by two different classmates and comment on at least two interpretations you received for your passage. **Please post your interpretations by Friday at 11:59pm.**

Following each discussion, you are responsible for submitting a one-paragraph (3-5 sentences) discussion reflection, reveal the reasoning behind your choice as well as your reactions to other student comments.

These reflections must be posted to the appropriate forum on Canvas **by the following Monday evening at 11:59pm**. Were there points in the passage that you wish had been discussed or elaborated upon in greater depth? Have you come to a new understanding of the passage (or the article) since the Friday meeting? If so, please feel free to note those points here. The written exercises will be graded on a 6-point scale. If you receive straight “fours” for all exercises, you will have earned a “B” for this part of the course. To earn a “six” you need to demonstrate that you have thought imaginatively about the question and have put some genuine effort into your answer. The purpose of these exercises is to gain experience in reading, analyzing and writing, and they should therefore help prepare you for the paper and the take-home exam.

Selected Passages and Reflections will be evaluated together as one assignment by your instructor. **Late submissions will receive no credit. You are required to submit at least 4 (four) Selected Passages and Reflections during the semester to receive a passing grade.**

*If you are unfamiliar with Canvas, it is your responsibility to learn to use this online learning tool.

Web-site

This class is hosted on a Canvas site, through which you may access all the on-line materials. Here students can access course information, such as scheduled events (i.e. the syllabus you now hold in your hand), as well as terms mentioned in lecture. I will also list links to web sites of interest to our class. Please refer to the class site periodically for such materials.

“Think Piece” Paper (Learning Goals 1, 2, 3, 4):

The “think piece” paper, to be written on assigned topics, will be based on your readings, section discussions, and the lectures. The first paper will be based on the *Analects*, the *Ebrey Sourcebook*, and the *Tao Te Ching*. The second paper will be a combination of two “memorials” submitted during the “Reacting to the Past” role-playing game (Learning Goals 1, 2, 3, 4). These papers are not research papers; therefore, no outside reading is required. However, the quality of your writing, particularly the clarity and persuasiveness of your argument, will factor into the final grading. **Late papers will be penalized half a letter grade for each day beyond the original due date.**

Web-based exercise (Learning Goal 1):

During the first week of class I will ask you to visit the Chinese government web site *Traditional Chinese Festivals* at <http://www.china.org.cn/english/features/Festivals/78131.htm>. In a short three-sentence response, please indicate the festival you would most like to attend and why. Please post your response to the appropriate forum on Canvas

Required Books

1. Ebrey, Patricia B. *Cambridge Illustrated History of China*. Second Edition. New York: Cambridge University Press, 1996. ISBN: 9780521124331.
2. Ebrey, Patricia, ed., *Chinese Civilization: A Sourcebook*. 2nd. Ed. New York: The Free Press, 1993. ISBN: 9780029087527. E-book version available at
Link: <https://login.libproxy.uncg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1975132&site=ehost-live>
Catalog Link: <https://uncg.on.worldcat.org/oclc/624405741> (**Note:** Access allows for 3 simultaneous users)
3. Lao Tzu, *Tao Te Ching*, D.C. Lau translator, Penguin Classics. ISBN-13: 978-0140441314 Or an alternate free e-book translation by David Hinton available through ProQuest Ebook Central: <https://ebookcentral.proquest.com/lib/uncg/detail.action?docID=2056647>

4. Confucius, *The Analects (Lun Yu)*. D.C. Lau translator, Penguin Classics; ISBN: 9780140443486. Or an alternate free e-book *The analects : conclusions and conversations of Confucius*
Link: <https://login.libproxy.uncg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2685667&site=ehost-live>
Catalog Link: <https://uncg.on.worldcat.org/oclc/1159603581>
5. Huang, Ray. *1587, a Year of No Significance: The Ming Dynasty in Decline*. New Haven: Yale University Press, 1981. ISBN: 9780300025187. Also available as an unlimited user e-book/DRM free: <https://www-jstor-org.libproxy.uncg.edu/stable/j.ctt5hk0zw>
6. Carnes, Mark C., and Daniel K. Gardner. *Confucianism and the Succession Crisis of the Wanli Emperor*. Reacting to the past series. 3rd edition. (New York: W. W. Norton & Company, 2014) ISBN: 9780393937275.

Lecture Schedule

WEEK'S TOPIC	READINGS AND DISCUSSION
China: Geography, Prehistory, and Earliest Times	
20 January: Course Introduction. A Quick Look at China.	Film: <i>The Story of China</i> (Part 1) Web exercise: Please see page #3 for URL.
25-27 January: China's Prehistory: Archeological and Legendary Pasts. Traditional Chinese World Order.	Lecture Reading: <i>Illustrated History</i> , pp.10-37. Discussion Readings: Ebrey, <i>Sourcebook</i> , Reading #1 "Late Shang Divination Records," Reading #3 "Hexagrams in the Book of Changes," Reading #4 "Songs and Poems." Selected Passages always due Wednesday by 11:59pm. Discussion Reflections always due the following Monday by 11:59pm.
SKILLS QUIZ, Monday 25 January	Ungraded, but <u>required</u> of all students
1-3 February: China's Zhou Dynasty and Origins of Confucian Beliefs.	Lecture Reading: <i>Illustrated History</i> , pp. 10-37. Discussion Readings: Spence article, "Confucius" (Canvas).
EARLY IMPERIAL CHINA	
8-10 February: The Various Systems of Thought from the "One Hundred Schools" Period.	Lecture Reading: <i>Illustrated History</i> , pp. 38-59. Debate Readings: Ebrey, <i>Sourcebook</i> , Reading #7 "Daoist Teachings," Reading #8 "Legalist Teachings"
GRADED QUIZ 1, Monday 8 February	
15-17 February: Rise and Fall of China's First Imperial Order (the Qin), Han Meritocracy and Statecraft Confucianism.	Lecture Reading: <i>Illustrated History</i> , pp. 60-85. Discussion Reading: Ssu-ma Chien - "Letter to Jen An" and "The Biography of General Li Kuang"

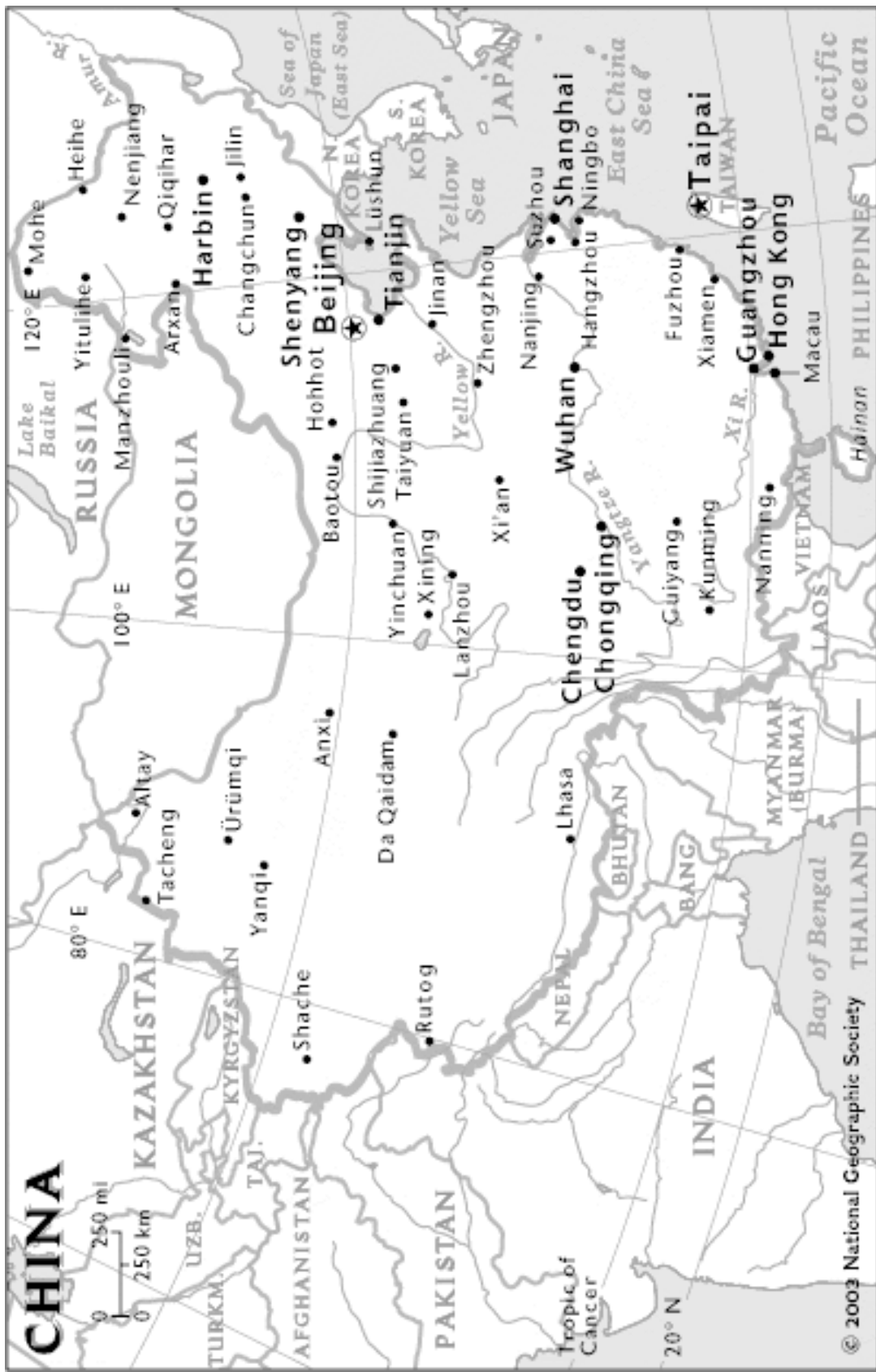
<p>22-24 February: China's Period of Disunion. The Rise of Buddhism.</p>	<p>Lecture Reading: <i>Illustrated History</i>, pp. 86-107. Discussion Reading: Ebrey, <i>Sourcebook</i>, Reading #22 Buddhist Doctrines and Practices,” Reading #23 “Tales of Ghosts and Demons,” Reading # 24 “Cultural Differences Between the North and the South.”</p>
<p>GRADED QUIZ 2, Monday 22 February</p>	
<p>1 March: China's Tang Dynasty and its Neighbors. The Silk Road.</p>	<p>Lecture Reading: <i>Illustrated History</i>, pp. 108-135. Discussion Reading: Ebrey, <i>Sourcebook</i>, Reading #26 “The Tang Legal Code,” Reading #28 “The Dancing Horses of Xuanzong’s Court,” Reading #30 “The Examination System.”</p>
<p>1ST PAPER DUE on CANVAS MONDAY, MARCH 1ST at 11:59pm</p>	
<p>MARCH 3, WEDNESDAY HEALTH AND WELLNESS DAY. CLASSES DISMISSED.</p>	
<p>WEEK'S TOPIC</p>	<p>READINGS AND DISCUSSION</p>
<p>8-10 March: Social Change during the Song Dynasty. Science and Technology. Neo-Confucianism.</p>	<p>Lecture Reading: <i>Illustrated History</i>, pp. 136-163. Discussion Reading: Ebrey, <i>Sourcebook</i>, Reading #35 “Wang Anshi, Sima Guang and Emperor Shenzong,” Reading #38 “Women and the Problems They Create,” Reading #40 “Zhu Xi’s Conversations with His Disciples.”</p>
<p>GRADED QUIZ 3, Monday 8 March</p>	
<p>15-17 March: China's Conquest Dynasties: the Liao, Jin and Yuan. Mongol Rule in East Asia.</p>	<p>Lecture Reading: <i>Illustrated History</i>, pp. 164-189. Discussion Reading: Ebrey, <i>Sourcebook</i>, Reading # 44 “A Mongol Governor” and Reading # 46 “A Scholar-Painter’s Diary”</p>
<p>22-24 March: The Founding of Ming China. Ming Exploration and Withdrawal.</p>	<p>Lecture Reading: <i>Illustrated History</i>, pp. 190-219. Film: <i>1421: the Year China Discovered America?</i> (DV1538)</p>
<p>GRADED QUIZ 4, Monday 22 March</p>	

EMPEROR WANLI SUCCESSION CRISIS GAME (“REACTING TO THE PAST”)	
29-31 March: Introduction and Assignment of Roles. Interviews with Emperor Wanli and the First Grand Secretary.	Game Reading: <i>Gamebook</i> , pp.1-26, 42-66.
5-7 April: First Audience with Emperor, First Memorials	Game Reading: <i>Gamebook</i> pp. 1-26 (reread), 27-41, Huang, <i>1587</i> , pp. 1-74, Appendices A&B.
12-14 April: Mid-point “review.” Second Audience with Emperor Wanli.	Game Reading: Huang, <i>1587</i> , pp. 75-129.
19-21 April: Third Audience with Emperor Wanli. Responses of Emperor Wanli and First Grand Secretary.	Game Reading: Huang, <i>1587</i> , pp. 130-155.
26 April: Second Memorials.	Game Reading: Huang, <i>1587</i> , pp. 156-221.
FIRST AND SECOND MEMORIALS DUE ON CANVAS MONDAY, 26 APRIL BY 11:59pm	
28 April	Game “Post Mortem.” Final Class Meeting. Final Exams Distributed.
WEDNESDAY, 28 APRIL	LAST DAY OF HIS 383 CLASSES
WEDNESDAY, 5 MAY	EXAM DUE ON CANVAS BY 11:59pm

HIS 383: Chinese History to 1800**REVIEW FOR MAP QUIZ**

Monday (1/25) you will be asked to identify on a blank map posted to Canvas the location of twenty of the following geographical names. To prepare for this quiz, please refer to the map on page 295 of the Ebrey textbook.

Beijing (Peking)	Guangdong
Guangzhou (Canton)	Heilongjiang
Hangzhou (Hangchow)	Hunan
Hong Kong	Shaanxi (Shensi)
Zhengzhou	Shanxi (Shansi)
Lhasa	Sichuan (Szechuan)
Nanjing (Nanking)	Fujian (Fukien)
Shanghai	Tibet
Liaoning	Suzhou (Soochow)
Taiwan	Yunnan
Nanning	Urumqi
Tianjin (Tientsin)	Xinjiang (Hsinkiang)
Xian (Sian)	Xiamen (Amoy)
Hainan	Vietnam
Yunnan	Korea
Jiangsu (Kiangsu)	Outer Mongolia
Yellow River	Yangzi (Yangtze) River
Wuhan (Hankow)	Yellow Sea
Luoyang	Shandong
Macao	



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