Course Description
This course will introduce students to Chinese civilization, from its beginnings to the 20th century. Some of the questions we will ask about Chinese civilization include: How have the Chinese people organized themselves politically, religiously, and economically in the past? What are some of the major achievements of the Chinese in science, culture, and politics and why are they significant? What have the Chinese valued and how have they expressed those values in arts, literature and religion? How have the Chinese viewed themselves, both in relation to other cultures and to their own history?

To find answers to these questions we will examine such topics as the religious symbolism of ancient Chinese bronze vessels, Chinese theories of nature based on concepts like Yin and Yang, the great medieval religions of Daoism and Buddhism, literary expression, and the traditions of education and civil service, among others.

Location and Times
MWF 10:00AM – 10:50AM AME S202

Instructor Information
Head Instructor: Dr. Brigitta Lee
Office: Learning Services Bldg. (LSB), Room 108
Tel: 626-6468
Email: bal1@email.arizona.edu
Office Hours: Monday 11-1, or by appointment
http://www.u.arizona.edu/~bal1/brigittalee/Home.html

Graduate Teaching Assistants:
Unless otherwise stated, all office hours are held in the Learning Services Bldg. (1st and Vine), 1st floor TA area

- Shyiling Glaze (sglaze@email.arizona.edu)   Office hour: Wednesdays 12-1
- Raymond Harris (rmharris@email.arizona.edu) Office hour: Wednesdays 1-2
- Chad Longoni (discgolf@email.arizona.edu)   Office hour: Tuesdays 1-2
- Shuang Luo (shuangl@email.arizona.edu)      Office hour: Tuesdays 9:40-10:40 AM

Course Objectives
At the end of this course, students will have a basic understanding of key ideas, traditions and practices that have characterized Chinese civilization over time. They will also be able to make specific and informed comparisons between their own world-view and traditional Chinese views. Additionally, students will have a better understanding of how to develop a research plan and how to conduct library and internet searches for reliable sources of information, especially those related to Chinese civilization. To determine how well students have met the objectives of the course, I will ask students to:
1. identify historical periods, people, and events that were important to the development of Chinese civilization and explain why such events and people were significant,
2. analyze the causes and effects of historical events and cultural developments,
3. compare and contrast Chinese and Western world views, and
4. formulate a research topic and locate and evaluate online and print resources on Chinese civilization

**Course Methodology**
This course approaches the study of Chinese civilization in a multi-disciplinary fashion. You will be asked to examine Chinese civilization through different disciplinary lenses, such as those belonging to archaeology, anthropology, geography, and especially history. The historical lens, however, is itself multi-faceted and includes literary and art history, political and institutional history, intellectual history, as well as social and economic history.

**Teaching Format and Class Workload**
This course comprises both an in-class portion and an outside-of-class portion. Both portions of the course are mandatory.

The *in-class portion* of this course will be conducted primarily in the form of lecture, with short discussion and writing activities interspersed throughout each class session. Lecture will be reserved for presenting information not included in the readings, analyzing texts and images, and discussing questions raised in the class readings and discussions.

The *outside-of-class portion* is arguably the most important part of the class and is what you must do on your own time. It includes completing the required textbook readings, assignments and online quizzes, participating in online discussions, and reviewing for quizzes and exams. There will be approximately 50-60 pages of reading per week, sometimes more, sometimes less. You should expect to spend 2 hours on outside-of-class activities for each hour in class.

**Required Texts**
The following texts are required for this course and available for purchase in the bookstore:


There will be several additional required readings that will be available through D2L as well as readings on the web.
**Additional Required Materials and Tools**

- 3” X 5” index cards
  - Please bring these to class with you. You will use them to write down questions or comments during in-class discussions and will turn them in at the end of the class for credit.
- Access to a computer with an internet connection
  - Much of the outside-of-class portion of the course will require you to logon to the course D2L page. If you are enrolled in this course, all you need to do is go to [http://d2l.arizona.edu](http://d2l.arizona.edu) and log on with your UA NetID and password. All group discussions, class handouts, and important class announcements (e.g., changes to the syllabus, class updates, etc.) will be posted here. Please plan to log on to the D2L at least several times a week. If you don’t have your own computer to access the web, make sure you schedule time to use a computer in a university computer lab or at the library.
- Research Log
  - You will need some kind of dedicated notebook or binder (hard copy or digital) in which to record and keep notes for your research project (see instructions for Research Project below).

**Pre-Requisites/Recommended Knowledge**

This is an introductory level class. You are not expected to have taken any course work on Chinese civilization or Asian Studies. However, you are expected to have developed the basic note-taking, reading, time management and test taking skills appropriate for college-level work. I recommend that students who have not developed these skills sufficiently take one or more of the optional study-skills workshops or seek tutorial assistance with the Think Tank ([http://www.studentaffairs.arizona.edu/thinktank/](http://www.studentaffairs.arizona.edu/thinktank/)).

**Course Topics and Reading Schedule**

**Key to Abbreviations:**

“China” = *Cambridge Illustrated History of China* (textbook)

“Sources” = *Sources in Chinese Civilization* (textbook)


***Readings in red should be completed BEFORE the Wednesday Class***

**Imagining Chinese Civilization: Orientation to the Class**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Optional readings</th>
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<tbody>
<tr>
<td>(W 13 Jan.)</td>
<td>Introduction to the course and course topics</td>
<td><em>Braudel, History of Civilizations; Fairbank and Reischauer, China. Tradition and Transformation</em> (electronic files on D2L)</td>
</tr>
<tr>
<td>(F 15 Jan.)</td>
<td>Who are the Chinese? Language and civilization in China</td>
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<tr>
<td>(M 18 Jan.)</td>
<td>Martin Luther King Day – NO CLASS</td>
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<tr>
<td>(M 18 Jan. 12:00 pm to T 19 Jan. 11:59 am) – Quiz #0 (all quizzes will be available from Monday at noon to Tuesday at 11:59 am on D2L)</td>
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</tbody>
</table>
### Ancient Foundations: The Shang and Zhou Dynasties

| (W 20 Jan.) What is China like? Geography, climate and historical identity | REQUIRED READING: *China*, chapter 1: 10-37; *Sources*: 24-29 (Early texts), 32-35 (Documents); 37-40 (Odes); “Ancient Tombs” on *Visual Sourcebook* (link on D2L) |
| (F 22 Jan.) How did ancestors become important? Cultural formation in the ancient period | |
| (M 25 Jan.) What’s so special about bronze and silk? Early Chinese tombs and archaeology | |
| **(M 25 Jan.-T 26 Jan.) Quiz #1** | |

### The Classical Period: The Eastern Zhou

| (W 27 Jan.) Who was Confucius? Political breakdown and intellectual flourishing in Ancient China | REQUIRED READING: *China*, chapter 2: 38-59; *Sources*: 41-63 (Confucius), 112-124 (Mencius), 159-170 (Xunzi) |
| (F 29 Jan.) What is Confucianism? Mencius, Xunzi and the role of the Five Confucian Classics | |
| (M 1 Feb.) The Analects, The Mencius and Confucian Thought | |
| **(M 1 Feb. - T 2 Feb.) Quiz #2** | |

### Unifying the Empire: The Qin and Han Dynasties

| (W 10 Feb.) Who was the First Emperor? The Qin dynasty and Legalism in Practice | REQUIRED READING: *China*, Chapter 3: 60-85; *Sources*: 228-231 (“Faults of Qin”), 314-318 (Confucian Canon), 325-329 (filial piety), 347-349 (Five Phases) |
| (F 12 Feb.) The Han dynasty: Bureaucratic institutions and Confucian morals | |
| (M 15 Feb.) Five Phases, Correlative Cosmology and ideological synthesis | |

| **(W 17 Feb.) EXAM #1 (in class)** | |

### Political Uncertainty and Religious Quest: The Introduction of Buddhism

| (F 19 Feb.) Didn’t Buddhism come from India? The Period of Disunion and The Buddhist Conquest of China | REQUIRED READING: *China*, chapter 4 (I): 86-100; *Sources*: 415-426 (Buddhism), 491-504 (Chan tradition); “Buddhism” in *Visual Sourcebook* (link on D2L) |
| (M 22 Feb.) Buddhism, Chinese style: Religious arts in Medieval China | |
| **(M 22 Feb.-T 23 Feb.) Quiz #4** | |
### A Golden Age: The Sui and Tang Dynasties

<table>
<thead>
<tr>
<th>(W 24 Feb.)</th>
<th>Religious Daoism: China’s native religion</th>
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<tbody>
<tr>
<td>(F 26 Feb.)</td>
<td>Choosing a General Topic Assignment DUE</td>
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<tr>
<td></td>
<td>Reunification and Expansion: Sui and Early Tang</td>
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<tr>
<td>(M 1 Mar.)</td>
<td>Cosmopolitan Life and Official Service in the Tang</td>
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<tr>
<td>(M 1 Mar.-T 2 Mar.)</td>
<td>Quiz #5</td>
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</table>

**REQUIRED READING:** *China*, chapter 4 (II): 100-107; *Sources*: 392-400, 402-404 (Daoist religion), *China*, chapter 5 (I): 108-121; *Sources*: 539-541 (Tang culture), 546-553 (Tang Code)

<table>
<thead>
<tr>
<th>(W 3 Mar.)</th>
<th>Why poetry? The Tang literary legacy</th>
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<tbody>
<tr>
<td>(F 5 Mar.)</td>
<td>Du Fu and Li Bo</td>
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<tr>
<td>(M 8 Mar.)</td>
<td>Looking back: “Ancient Style” and literature’s moral imperative</td>
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<tr>
<td>(M 8 Mar.-T 9 Mar.)</td>
<td>Quiz #6</td>
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</tbody>
</table>

**REQUIRED READING:** *China*, chapter 5 (II): 121-135; Poetry of Li Bo and Du Fu (on D2L); *Sources*: 568, 583-585 (Han Yu); Mary George, *The Elements of Research* (Chp. 2): 42-63 on D2L

### The Great Transition: The Song and Yuan Dynasties

<table>
<thead>
<tr>
<th>(W 10 Mar.)</th>
<th>The Song and the Northern Menace</th>
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<tbody>
<tr>
<td>(F 12 Mar.)</td>
<td>Song Economy and Social Life: The role of Printing and the marketplace</td>
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</table>

**REQUIRED READING:** *China*: chapter 6, 136-163

<table>
<thead>
<tr>
<th>(M 15 Mar. to F 19 Mar.)</th>
<th>Spring Break—NO CLASS</th>
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<tbody>
<tr>
<td>(M 22 Mar.)</td>
<td>Developing a Research Question Assignment DUE</td>
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<tr>
<td></td>
<td>How did Confucianism become new again? Zhu Xi and Song &quot;Neo-Confucianism&quot;</td>
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<tr>
<td>(M 22 Mar.-T 23 Mar.)</td>
<td>Quiz #7</td>
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</tbody>
</table>

**REQUIRED READING:** *Sources*: 667-669 (Neo-Confucianism), 697-699, 720-721, 704-705 (Zhu Xi)

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<tr>
<th>(W 24 Mar.)</th>
<th>Song Literati Talents: Writing, Painting, Calligraphy</th>
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<tbody>
<tr>
<td>(F 26 Mar.)</td>
<td>The Mongol Interlude</td>
</tr>
<tr>
<td>(M 29 Mar.)</td>
<td>Was there life under foreign rule? Chinese cultural activity during the Yuan</td>
</tr>
</tbody>
</table>

**REQUIRED READING:** “Painting” in *Visual Sourcebook of Chinese Civilization* (link on D2L); *China*, chapter 7: 164-189; Optional reading: Frances Wood, *Did Marco Polo go to China?* (on D2L)

**EXAM #2 (in class)**

### The Late Empire: The Ming and Qing Dynasties

<table>
<thead>
<tr>
<th>(F 2 Apr.)</th>
<th>Closing the doors: Ming Nationalism and Autocracy</th>
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</thead>
<tbody>
<tr>
<td>(M 5 Apr.)</td>
<td>Finding and Evaluating Your Sources Assignment DUE</td>
</tr>
<tr>
<td></td>
<td>The life and times of the powerful: Eunuchs at Court</td>
</tr>
<tr>
<td>(M 5 Apr.-T 6 Apr.)</td>
<td>Quiz #8</td>
</tr>
</tbody>
</table>

**REQUIRED READING:** *China*, chapter 8: 190-219; Kenneth Hammond, “The Eunuch Wang Zhen and the Ming Dynasty” (on D2L)
### Self and Society: Wang Yangming and The Rise of Individualism

**REQUIRED READING:** Sources: 841-851 (Wang Yangming), 800-804 (education); The Scholars, chp. 3 (on D2L); “Homes” in Visual Sourcebook (link on D2L)

### How to Get Ahead in Late Imperial China

### Ming loyalties and Manchu Rule

### Quiz #9

### The Late Imperial Novel

### Han Learning and cultural life

### The end of empire

### Quiz #10

### A New China: The Republican Period and the People’s Republic

**REQUIRED READING:** China, chapter 9: 220-261; Cao Xueqin, Dream of the Red Chamber, Chp. 3 (on D2L)

### The Birth of Modern China

### The New Culture Movement and May 4th

### Annotated bibliography DUE

### The Rise of Communism and WWII

### Quiz #11

### The Great Leap Forward

### Mao Zedong and the Cultural Revolution

### China Today

**REQUIRED READING:** China, chapter 10: 262-293; “Graphic Arts” in Visual Sourcebook (link on D2L)

### Assignments, Grade breakdown and Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Comment/Question Cards (lowest 5 dropped)</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Online Quizzes (9 out of 11)</td>
<td>25%</td>
</tr>
<tr>
<td>Research Project</td>
<td>15%</td>
</tr>
<tr>
<td>Exams (2 out of 3)</td>
<td>30%</td>
</tr>
</tbody>
</table>

**TOTAL** 100%

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**Attendance**

Attendance is mandatory. Students who choose to be absent on a regular basis put their grade at risk (see Question/Comment Cards, below). All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored.
Grading Scale

A = 89.5% to 100%
B = 80% to 89.4%
C = 69.5% to 79.4%
D = 59.5% to 69.4%
E = 59.4% and below

In-class comment/question cards:
In each class session, I will pause the lecture and ask you to engage in a short discussion or writing activity. For each activity, I will give you either a question to discuss and answer, a prompt to complete, or invite you to pose a question, summarize or paraphrase information. You will record your answer, question, or summary on one of the 3” x 5” index cards and turn it in at the end of the class session. Late cards will NOT be accepted.

Each card can receive either full credit (card is complete and on-topic), partial credit (card is incomplete and/or off-topic) or no credit (card is not turned in). You are required to turn in one card for each class session, starting Jan. 20th. Grades for five (5) comment cards will be dropped at the end of the semester; therefore, you can miss five cards with no penalty.

See examples of good comment/question cards on D2L.

Question/Comment Cards must include the following or they will automatically receive “no credit”:

1) Your full name
2) Date (month and day)
3) Online Discussion Group Name, or Name of Assigned TA (e.g. Group 1, Xia group, or Ms. Glaze)

Online Discussions
You have all been randomly assigned to small, online discussion groups. When you first log on to the D2L course page, you can find your group by clicking on the “Discussions” link in the blue menu bar.

You will be expected to participate in the online discussion groups by posting your thoughts and ideas twice per week:

1) one initial posting in response to the instructor ’s question(s), and
2) one thoughtful response to one other student’s post.

Each group has an assigned moderator (one of the instructors) who will post the initial question/topics each week and will moderate the ensuing discussion. Each week’s postings will be worth a total 10 points. Initial postings are worth 7 points and responses are worth 3 points.

See examples of posts on D2L.

The “posting week” will run from Wednesday to Tuesday. The topic for the week will be posted by Wednesday at 12:00 am. Your initial response to the weekly topic will be due no later than the
following Sunday at 11:59 pm am and your 2\textsuperscript{nd}, response post must be posted no later than the following Tuesday at 11:59 p.m. Posts made later than the deadlines will receive 0 points.

The first week’s topic is now available online. Each group will have the chance to write about what makes a good online discussion and to come up with specific criteria to judge individual posts. Your moderator will then use those criteria as the basis for assigning points for your posts throughout the rest of the term.

\textbf{Online Quizzes}

Each week you will take a short quiz online. When you first log on to the D2L course page, you can find the quizzes by clicking on “Quizzes” link in the blue menu bar.

Quizzes are worth ten (10) points each and will be multiple-choice, matching and/or or fill-in-the-blank. They will cover all required readings, whether discussed in class or not, as well as material from lecture. In addition to straightforward identification and explanation questions, there will also be at least one or two questions that will require you to analyze a text or image, apply a principle to a new situation or to synthesize information.

You can decide to take the quiz anytime between Monday at 12:00 pm and Tuesday at 11:59 am, though once you start the quiz you will only have approximately 10-12 minutes to finish it. You will need to have access to a computer with a reliable internet connection in order to take the quiz. I would strongly recommend that you take the quiz in a University computer lab with a lab attendant who can vouch for you if something goes wrong. “My computer crashed” or “my internet service was interrupted” are not valid excuses for a missing or incomplete quiz. You will be able to drop the lowest two quiz scores; for this reason, there are no make-up quizzes.

The quiz is \textbf{closed-book} and \textbf{closed-note}. You will not have much time to complete the quiz once started so you would likely lose more than you gain by trying to look at your textbook or notes during the quiz. Each quiz will be comprised of randomly assigned questions. Even if you take the quiz side-by-side with another student, your quizzes in all probability will consist of completely different questions. Quizzes are designed both to motivate you to complete the class assignments and to assess your understanding of the material; for these reasons they must reflect your own work. I take academic integrity violations very seriously, even for online exams (see Academic Integrity section). This is another reason why taking the quiz in a university computer lab with an attendant on duty is a good idea.

\textbf{Research Project}

You all are a diverse group and have a wide variety of interests. For this reason, it is important that you have an opportunity to pursue something of more immediate interest to you while at the same time exploring Chinese civilization beyond the textbooks. Many of you are in your first or second year at the U of A, and if you haven’t already, you will soon be expected to undertake independent research and writing projects for your other classes. So in addition to learning more about Chinese civilization, it is important that you start learning how to conduct your own scholarly investigations. For classes in the humanities and social sciences like this one, that often means library and internet research.
Instead of asking you to complete a full research project, I will ask you to go through the first steps of the process, turning in assignments along the way. Although you won’t turn in a final paper, you will get familiar with the research process, which is the essential precursor to any final research paper. I will also be asking you to reflect, in writing, on your experiences, and on what you learned that you’ll be able to use the next time you are asked to complete such a project.

For this assignment, I am asking you to examine one idea, system, or practice important to Chinese traditional civilization (China before 1911) that you could go on to compare with a similar or related idea, system or practice in modern, Western civilization.

This is a multi-step assignment with separate deadlines for individual steps. Please pay careful attention to the different deadlines as each step in the assignment is graded separately.

This project is divided into 4 parts and is worth a total of 100 pts.:

- Choosing a General Topic (due February 26) (20 points)
- Developing a Research Question (due March 22) (20 points)
- Finding Your Sources (due April 5) (20 points)
- Final Annotated Bibliography (due April 26) (40 points)

Detailed instructions for each part of the project are available on the “Content” section of the D2L website and must be followed in order to receive full credit. Many of the steps require you to go in person to the library and browse the shelves or to complete online tutorials. Plan far enough in advance so that you have time to finish the assignment before the due date.

The grade assigned each part will be reduced 10% for each day late. For example, If you turn in a good, but not excellent annotated bibliography on time, you will likely receive 40-45 points for it. If you turn in the same bibliography, but five days late (May 1), you will receive 15-20 points for it.

Exams

EXAM #1 Wednesday, February 17 (in-class, 10:00-10:50)
EXAM #2 Wednesday, March 31 (in-class, 10:00-10:50)
EXAM #3 Friday, May 7 (11:00-12:00)

There are three, 50-minute exams scheduled for this course. The lowest exam score will be dropped. If you do poorly on one of the first two exams, you can take the third one and try for a better score. If you are happy with your scores on the first two, you can opt not to take the third one at all. Each exam will include multiple choice questions, matching, fill-in-the-blank and short identification questions, like those on the quizzes. A few of the questions on the exams will be drawn from the quizzes.

I will only allow make-up exams for students with real family or medical emergencies or whose absence is absolutely unavoidable and pre-approved (see Attendance). If you know now that you won’t be here for the mid-term or final exams, I recommend that you do not take this course.
A note on incompletes ("I" grade)
I can only award “I” grades (an incomplete) at the end of the term and only to students who have just a minor part of the course work to finish. I cannot give an “I” to a student in place of a failing grade or to a student who expects to retake the course. In these cases I must assign a regular letter grade. If you feel you need to take an incomplete, you must make arrangements to talk with me about it before the end of the term.

Special Needs and Accommodations
Students with Disabilities:
If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us 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 the Disability Resources Center and let me know that you are eligible for reasonable accommodations. We can then plan how best to coordinate your accommodations. You can contact Disability Resource Center at: 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, http://drc.arizona.edu/. The need for accommodations must be documented by the appropriate office.

Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Some examples of violations of the UA academic integrity policy are: cheating on tests, actively or passively helping others cheat on tests or assignments, plagiarism, and submitting homework done by someone else. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity/.

Student conduct
The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://policy.web.arizona.edu/~policy/threaten.shtml.

I suspect that most disruptions in class are made by students who don’t realize the impact their behavior is having on those around them. Since we are packed in this room like sardines, some behaviors that are minor nuisances in other classrooms can make this class intolerable. Because we want to create a positive class atmosphere, I ask you to pay attention to the following:

• Turn off cell phones, pagers, blackberrys, or other text messaging devices or set them to vibrate prior to the start of class. You should not answer calls or send or respond to messages during class.

• Use laptop computers FOR NOTETAKING ONLY. Using laptops or netbooks to surf the web or chat during class is (surprise, surprise!) distracting for others around you. If you must bring yours to class, I expect you to respect this policy. If I find that people are abusing the privilege of having
laptops/netbooks in class I may choose to make the policy more restrictive. I will ask those who use laptops to sit in the back half of the class so that those who do not have laptops won’t have to look at yours all through class.

- Refrain from eating, reading newspapers, rustling around in your bag, etc. in class.

- Do not chat with your neighbors during lecture, unless it is part of an in-class exercise.

- Come to class on time or a few minutes early and stay until the end. If you must leave early, plan ahead and sit toward the aisle in the back of the room.

While I have certain expectations of you, you also can have expectations of me and the other teaching staff. You can expect us to:

- Maintain order in the classroom and foster a positive learning environment.

- Come to class prepared to lecture and to conduct activities, bringing our experience and expertise to the classroom.

- Give you feedback promptly. We take the assignments in this class seriously and have made giving feedback a top priority.

- Plan the course and alter that plan as needed.

**Changes to the Syllabus**
Sometimes things change in the course of a semester and making changes to the syllabus becomes necessary in order for the course to better reflect class progress and interests. If I find it appropriate to change information on the reading schedule or elsewhere on the D2L page, I will do so giving you as much advance notice as possible. However, I will not change grade or attendance policies.