

LSC Use Only Proposal No:
LSC Action-Date: AP-4/11/13

UWUCC Use Only Proposal No: 12-112a
UWUCC Action-Date: AP-4/16/13 Senate Action Date: App-4/30/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit History	Phone 4066

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: HIST 332 History of Early China

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African) Asian Studies

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	1-31-13
Department Chairperson(s)	<i>[Signature]</i>	1-31-13
College Curriculum Committee Chair	<i>[Signature]</i>	3-27-13
College Dean	<i>[Signature]</i>	3/27/13
Director of Liberal Studies (as needed)	<i>[Signature]</i>	4/15/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4/17/13

Received

APR 17 2013

Liberal Studies Liberal Studies

Received

APR 15 2013

Received

MAR 27 2013

Liberal Studies

Part II.

1. New Syllabus of Record

Catalog Description

HIST 332 History of Early China

3c-0l-3cr

Prerequisites: Sophomore standing and 3 cr of college history

China from the dawn of time to the Tang Dynasty. The course will focus on the creation of the intellectual and political systems that have dominated China and East Asia down to the present. Looks in depth at the origins of Chinese philosophy and the imperial system.

Ila. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Students will be able to:

Objective 1:

Explain major themes in Early Chinese History

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Assignments and class discussions will require students to demonstrate their ability to analyze the major themes in the history of Early China. Some of these themes are the emergence of state societies before the Shang, the form and content of philosophical debate in the E. Zhou and after, the rise of the centralized state in the *zhanguo* period and after, the Han Synthesis, emperorship, relations between the state, elite and commoners, relations with those outside China, especially from the Six Dynasties on, the spread of Buddhism and the beginnings of the Tang-Song transition.

As *Informed Learners* students will demonstrate knowledge and understanding of:

-the interrelationships within and across cultures and global communities, especially in discussions of *tianxia* (all- under-heaven) and its meaning and implications . As *Empowered Learners* students will demonstrate: - critical thinking skills including analysis, application and evaluation - reflective thinking and the ability to synthesize information and ideas. These skills will be demonstrated in the exams and papers

This objective is attained in such a way that the class meets the required course content expected learning outcomes and for a Global and Multicultural Awareness class: it presents

the evolution of a Chinese political order and set of ideas about society and the individual that, in their many variations, are central to all modern East Asian societies.

Hence, students will be able to show a knowledge and understanding of the interrelationships within and across cultures and global communities.

Objective 2:

Students will demonstrate their understanding of major themes in the historiography of Early China.

Expected Student Learning Outcome 2:

Empowered Learners

Rationale:

Assignments and class discussions will require students to demonstrate their ability to analyze the major themes in the historiography of Early China. Some of these themes are the existence of the Xia and the debate over the Three Dynasties project, Brooks and Brooks' theories about the nature of the Lunyu, Barfield and the debate over steppe-sown relationships, the impact of centralAsian models on 'Chinese' culture and the connection between the modern term "Confucian" and the *ru-jia* and Han Classicism. As *Empowered Learners* students will demonstrate: - critical thinking skills including analysis, application and evaluation. -reflective thinking and the ability to synthesize information and ideas. These skills will be demonstrated in student's papers and

exams.

Objective 3:

Identify and examine primary and secondary sources

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Assignments and class discussions will require students to demonstrate their ability to analyze both primary and secondary sources. Although readings will vary by semester this syllabus is typical in that it includes readings from a number of primary sources (*Zhuangzi, Shujing, Shiji, Lunyu* etc.) and secondary sources (Lewis, Keightley etc.) As *Empowered Learners* students will demonstrate: - critical thinking skills including analysis, application and evaluation - reflective thinking and the ability to synthesize information and ideas. These skills will be demonstrated in their papers and exams.

This objective meets the Informed Learners Outcome as a Liberal Studies elective and specifically as an Information Literacy elective

Objective 4:

Compare dominant and non-dominant groups in early Chinese society

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible learners

Rationale:

Assignments and class discussions will require students to demonstrate their ability to analyze these issues. The course will deal with relations between ethnic groups, particularly in the post-Han period, class relations - especially as understood by the Legalists and the Red Eyebrows. Women and the family in Confucianism, Buddhism as well as the Empress Wu and her importance for understanding Chinese ideas about rulership. As *Empowered learners* they will demonstrate:- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources. As *Responsible Learners* students will demonstrate:- an understanding of themselves and a respect for the identities, histories, and cultures of others, and how such issues played out in early Chinese society. These skills will be demonstrated in their papers and exams.

III. Course Outline

Week 1 Geography and the Neolithic age

Who gets to be Chinese? Hunters and gatherers. Neolithic revolution. Pots. Yangshao culture. Erlitou and Erligang. The majesty of civilization. Mobilization of labor. Social stratification. Xin'gang and regional variations. Xia, Shang, and Zhou. Anyang. The king and the ancestors. Oracle bones and bronzes.

"Community: The Land and its Inhabitants" from Keightley *The Ancestral Landscape: Time, Space and Community in Late Shang China*

Week 2 Collapse of the Shang and the Zhou Mandate

A shamanistic state. The Anyang network. Kings and their relatives and the universe. Court and proto-bureaucracy. Covenants and texts. The ritual revolution. Mandate of Heaven and the ancestors

Readings from the [Classic of History](#) , [Declaration to Kang](#) , [Declaration Concerning Drunkenness](#)

"The Warrior Aristocracy" from Mark Lewis *Sanctioned Violence in Early China*

Week 3 The Warring State

The new military and the experts. Texts and their power. Rise of the centralized state. Bureaucracy and power.

"The Warring State" and "The Art of Command" from Mark Lewis *Sanctioned Violence in Early China*

[Metal-bound box](#) from the Classic of History;
[Sunzi - Art of War](#) (optional)

Week 4 Sunzi, Confucius, and the age of the consultants

Consultants and the ideal state. Philosophers and the idea man. The nature of texts and schools in early China.

Chapters 28-31 from *Wandering on the Way* (The Yangist chapters) and chapters 8-11 (Laozi chapters). Selections from [Analects](#); "Human Community as Holy Rite" from Herbert Finegrette, *Confucius-The Secular as Sacred*. Harper, 1972 pp.1-17. [Laozi](#)

Week 5 The Legalists and the practices of the new states.

The state and war, taxes, and agriculture. Choosing men of talent. Defining talent. Reasons for Legalist success. Mencius and Xunzi and the Confucian response.

Mark Lewis *The Construction of Space in Early China* "Cities and Capitals"

Read one chapter from [Book of Lord Shang](#), read [Mencius](#); [Xunzi](#)

Week 6 Zhuangzi and escape

Zhuangzi the text and the man. Hermits, magicians and lunatics. Daoist religion, medicine, and the body.

-*Wandering on the Way*, chapters 1-7 (inner chapters)

Week 7 The Outcome of Classical Chinese Philosophy

The Classics, Warring schools, textual exegesis, and sprouts of virtue. Rhetoric, logic, and debate.

"Water" and "Sprouts of Virtue" from Sarah Allen *The Way of Water and Sprouts of Virtue*.

Week 8 Qin and Han Empires

Qin and the new imperial system. Laws and ritual. The Han state and feudalism.

Start reading *Han Social Structure*

"Governing by Nonaction" from Mark Csikszentmihalyi ed. *Readings in Han Chinese Thought*

Week 9 Han society and the shi

Salt and Iron. Redressers of Wrongs and the behavior of the elite.

Continue with *Han Social Structure*

Week 10 Han Synthesis

Rulers and the universe. Creating a history and a culture. Yin and Yang, history and the dynastic cycle. The court, the Imperial clan and the eunuchs. Wang Mang, classicism, and factions.

Remaining sections, Mark Lewis *Sanctioned Violence in Early China*
Biography of Sima Xiongnu from *Shiji*

Week 11 Barbarian invasion

Red eyebrows and Yellow Turbans. Period of division and a wider Asia. Northerners and Southerners and the problem of Sinification.

-"Ge Hong's Autobiography" From Patricia Ebrey *Chinese Civilization: A Source book*
2ed ed. Free Press, 1993.

-"The Socioeconomic Order" from Charles Holcombe *In the Shadow of the Han: Literati Thought and Culture at the Beginning of the Southern Dynasties*.

Week 12 Buddhism

The Buddha, the dharma and the sangha. Converting the Chinese. The transmission and production of Buddhist knowledge.

"Ecstatic Explorations of the Otherworld" from Livia Kohn *Early Chinese Mysticism: Philosophy and Soteriology in the Taoist Tradition*
Teiser, *Ghost Festival*, 1-112

Week 13 Tang (and Sui) Unification

Imperial rule. Changan, cultural capital, and the imperial bureaucracy. The Grand Canal and the move to the South. Vietnam and Korea.

Holcome, *The Genesis of East Asia*, cpt. 5 and 6

Week 14 China under the Tang

Popular and elite culture. Popular religion, Buddhism, and the family. Printing and the new world of the late Tang

"Quan Deyu and the Spread of Elite Culture in Tang China" by Anthony Deblasi in
Kenneth J. Hammond, ed. *The Human Tradition in Premodern China*

"Empress Wu" from John Wills *Mountain of Fame: Portraits in Chinese History*
Teiser 113-end.

Final Exam 2 hours

Grades

1000 total points

Quizzes 200 pts

Mid-term 200 pts

Papers 400 pts

Final Exam 200 pts

900-1000 pts A

800-899 pts B

700-799 pts C

600-699 pts D

500-599 pts F

Quizzes

There are a total of 200 quiz points available for this class. All of the short writing assignments, quizzes and other small assignments that we do during the course of the semester will be averaged into your quiz grade.

Papers

Each of you will write 4 analysis papers on 4 of our primary or secondary readings. You may choose whichever ones you want. Guidelines for both types of analysis papers are on the web page.

Exams

There will be two exams, a mid-term and a final.

VI. Undergraduate Course Attendance Policy

This course will follow the official IUP attendance policy, as described in the IUP Undergraduate Catalog

VII. Required Textbook

none

Non-textbook reading

There is no textbook for the class, but the students will read the three books below plus other readings that will be made available electronically.

-Mark Edward Lewis *Sanctioned Violence In Early China* SUNY Press, 1990.

-Victor H. Mair, trans. *Wandering on the Way: Early Taoist Tales and Parables of Chuang Tzu*. Hawaii U.P. 1994.

-Stephen F. Teiser *The Ghost Festival in Medieval China*. Princeton U.P., 1988.

VIII. Special Resource Requirements

None

IX. Bibliography

Abramson, Marc S. *Ethnic Identity in Tang China*. University of Pennsylvania Press, 2007.

Ch'ien, Ssu-ma. *The Grand Scribe's Records, Volume V.1: The Hereditary Houses of Pre-Han China, Part I*. Edited by William H. Nienhauser Jr. Indiana University Press, 2006.

Csikszentmihalyi, Mark. *Material Virtue: Ethics And The Body In Early China*. Brill Academic Pub, 2004.

- Lewis, Mark Edward. *The Flood Myths of Early China*. State University of New York Press, 2006.
- Li, Feng, and David Prager Branner, eds. *Writing and Literacy in Early China: Studies from the Columbia Early China Seminar*. University of Washington Press, 2011.
- Loewe, Michael. *Divination, Mythology and Monarchy in Han China*. 1st ed. Cambridge University Press, 2008.
- Rothschild, N. Harry, and Peter N. Stearns. *Wu Zhao: China's Only Female Emperor*. 1st ed. Pearson, 2007.
- Sterckx, Roel. *Food, Sacrifice, and Sagehood in Early China*. 1st ed. Cambridge University Press, 2011.
- Tseng, Lillian Lan-ying. *Picturing Heaven in Early China*. Harvard University Asia Center, 2011.
- Yu, Ying-shih. *Trade and Expansion in Han China: a Study in the Structure of Sino- Barbarian Economic Relations*. ACLS Humanities E-Book, 2011.

Part II.

2. Summary of the proposed revisions.

1. Objectives – the course objectives were revised from the original syllabus of record and aligned with the Expected Undergraduate Student Learning Outcomes (EUSLO) and Common Learning Objectives
2. Updated readings
3. Updated bibliography.

Part II.

3. Justification/Rationale for the revision.

The course is a currently approved Liberal Studies Elective and Non-Western Course. The revisions will allow it to remain as a LS Elective and qualify as Global and Multicultural Awareness.

Global and Multicultural Awareness justification

The course deals primarily with non-dominant cultures. Cultures are presented on their own terms, going beyond mere description of a culture. Students will examine the ways Chinese and East Asian societies have established systems of values, norms, and ideas. Students will be enabled to gain knowledge of the past and interrelations among communities.

LS elective justification

The course addresses critical-thinking and scholarly discourse. There is content that addresses the contributions of racial minorities and of women. The course extends beyond core concepts.

Liberal Studies Elective Competencies (this course meets the standards for Information literacy)

Information literacy students will analyze various types of sources, both primary and secondary. They will demonstrate their ability to analyze these sources in the papers and exams

Liberal Studies Course Approval General Information

1. This is not a multiple instructor or multiple section course.

2. Although the readings for the course will vary from semester to semester the current version is typical in that includes two works that deal extensively with the role of women. (the *Han Social Structure* readings and Teiser) The course also includes readings on the relationship between ethnic majorities and minorities. (most notably the readings on relations between the Chinese elite and those outside and below the elite.)

3. Although the readings for the course will vary from semester to semester the current version is typical in that includes three non-textbook works of fiction or non-fiction

-Mark Edward Lewis *Sanctioned Violence In Early China* SUNY Press, 1990.

-Victor H. Mair, trans. *Wandering on the Way: Early Taoist Tales and Parables of Chuang Tzu.* Hawaii U.P. 1994.

-Stephen F. Teiser *The Ghost Festival in Medieval China.* Princeton U.P., 1988.

4. Although this course will enroll both majors and non-majors it does not assume any knowledge of Chinese history or of historical method.

HIST 332
Han Social Structure assignment

For this assignment you will need to analyze some of the readings from Chu Tung-tsu. *Han Social Structure*. University of Washington Press, 1972. This will be similar to some of the primary source readings we have done already. You need to pick out a selection of sources from Chu and analyze some aspect of Han society. The obvious choices are the elite class and how it was defined, economics and trade, women and the family, peasants and/or slaves, but you can pick any topics you like and feel you have data for.

-Your paper should have a clear thesis. Don't just present some data about Han dynasty slavery, give an analysis of some aspect of the system, how people became slaves, how they were managed, what freedoms they had, etc. Don't just talk about trade, analyze how commercialized Han society was.

-Unlike the other primary source assignments you don't need to discuss the origins of the sources, but you can if you want to.

-Your paper should be 2-3 pages long. Citations to Chu can just use the document numbers in parenthesis, but for any other sources you need a full citation.

Your paper will be graded on the importance of your thesis and your ability to develop an argument based on evidence. So to get a good grade you need to have something worthwhile to say about Han society and say it in a clearly developed and written essay

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Submission Date:
Action-Date:

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App UWUCC 9/10/02
Senate App 11/5/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Alan Baumler Phone 7-2573

Department History

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Early China
Suggested 20 character title

New Course* HIST 332 History of Early China
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval+ HIST 332 History of Early China
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

[Signature] 9/27/01
Department Curriculum Committee

[Signature] 9/28/01
Department Chair

[Signature] 10-17-01
College Curriculum Committee

[Signature] 10/17/2001
College Dean

[Signature] 3-20-02
Director Liberal Studies

RECEIVED
FEB 1 2002
LIBERAL STUDIES

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FEB 28 2002
LIBERAL STUDIES

RECEIVED
SEP 20 2002
LIBERAL STUDIES

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AUG 30 2002
LIBERAL STUDIES

Course proposal History of Early China

I. Catalog Description

HIST 332 History of Early China

3 class hours
0 lab hours
3 semester hours
(3c-01-3sh)

Prerequisites: none

China from the dawn of history to the Tang Dynasty. The course will focus on the creation of the intellectual and political systems that have dominated China and East Asia down to the present. Looks in depth at the origins of Chinese philosophy and the imperial system.

II. Course Objectives

Students will-

- learn the major themes of early Chinese history.
- learn the major historiographical themes in the study of early China and reach the point where they are able to engage critically with both primary sources and the secondary literature.
- learn to work with and analyze primary and secondary historical sources
- understand the complex relationships between the dominant groups in Chinese society and non-dominant groups including ethnic minorities, women, and peasants.

III. Course outline

Total of 41 hours of classroom instruction, 1 hour for mid-term exam, 2 hour final exam

A. Geography and the Neolithic age 3 hours

Who gets to be Chinese? Hunters and gatherers. Neolithic revolution. Pots. The Yellow River. Yangshao culture. Erlitou and Erligang. The majesty of civilization. Mobilization of labor. Social stratification. Xin'gang and regional variations.

- What are the different meanings that Zhong guo has had?
- Why did some people make the transition to agriculture? Why did others not, and why?
- Why is the use of archeological evidence problematic? What sort of questions can we and can we not answer with it?

B. Shang dynasty. Learning to write 3 hours

Xia, Shang, and Zhou. Anyang. The king and the ancestors. Oracle bones and bronzes. The king and the universe. A shamanistic state. The Anyang network. Kings and their relatives. Court and proto-bureaucracy.

- Was Anyang a city? A palace? How was it connected to places outside Anyang?
- What role did the ancestors play in the Shang system? Be sure to consider both the religious and the political system.
- What is a dynastic transition?
- Why are the Houma covenants so important? What sort of sources are used to study this period in general?

C. Zhou and collapse of W. Zhou. Using texts 4 hours

Covenants and dead chickens. The king and history. Mandate of Heaven. Texts and their power. Rise of the centralized state. The new military and the experts.

- What was new about the emerging states of this period?
- What was new about the army? Why is the *Art of War* such an important text?
- Who were the *shi*? What did they do? What does it mean to call them a class?

D. Confucius and Mozi 5 hours

- Textual traditions and the creation of the classics The *shi* and the *ru*, Confucius and Sunzi. Ritual vs. experts and experts on ritual. Confucius and why he was liked. Mozi and the common people
- What were the classics? How did they develop and why did they matter?
 - Why was ritual important? Who were the *ru*?
 - Why is Allen so hung up on water?
 - What is a *junzi* for Confucius? How do you get to be one and why to they matter so much?
 - Why did the Mo-ists dislike the Confucians so much? What does it mean to call the Mo-ists a school?

E. Mencius vs. Xunzi 2 hours

- The Confucian tradition and its unfolding. Mencius and human nature. Xunzi and human nature
- What is the Confucian school at this point? How do these two fit into it?
 - Why is Xunzi considered a Confucian rather than a Legalist?

F. Zhuangzi and escape Laozi and the legalists 4 hours

- Li Sao* Shamanism, hermits, and isolated villages. Laozi, the ultimate, and Huang Lao, Zhuangzi, turtles, and cows
- What was Chu culture? What does it have to do with China?
 - What is Shamanism? What does it have to do with Chinese religion?
 - School of the tillers.
 - All the other classical philosophers were concerned with restoring order. What does Zhuangzi think of this?

G. Qin 2 hours

- Legalists and Peasants. Unification and the Emperor. The fall of Qin.
- What did the Warring states period do to and for peasants?
 - What do the Legalists have to do with Laozi? With Xunzi?
 - Explain the Dao. Give three examples.

H. Han State and the new shi 3 hours

- Han state and feudalism. Debates on salt and iron. Shiji and Dong Zhongshu
- Did Han really reject Qin legalism?
 - Explain the deal between the Han court and the *shi*. Why is this a symbiotic relationship? What does it have to do with Chu Yuan?
 - What is the Han synthesis? Why did I call Sima Qian and Dong Zhongshu the outcome of classical Chinese thought?

I. Han Synthesis 3 hours

- Wang Mang and court politics. Barbarians of the North. Dynastic cycle in action Yellow turbans
- What is the tribute system, and how was it supposed to work?
 - What was wrong with eunuchs (besides the obvious) and women?
 - How was the fall of the Han different from the dynastic transitions we have looked at before?
 - What is a secret society?

J. Three Kingdoms 3 hours

- Three kingdoms in Chinese literature, religion, and popular culture. The new states and elites. Neo Daoism. The body and the self. How to fix them both.
- Were the states of this period barbarian or Chinese?
 - What is Neo Daoism? Why did it appeal to the elite? Why does it matter?

K. Buddhism 3 hours

Basic Buddhism. Sinification of Buddhism. The institutions of Buddhism

- What is Buddhism? Is it a religion?
- How did Buddhism get to China, and how did this process change it? What did the Chinese want from Buddhism?
- What is Chan? Is it Daoism or Buddhism?
- How did Buddhism function as a religion? How similar was it to Taoism in this respect?
- Why did Han Yun and Hui Yuan see Buddhism differently? Were there any similarities between them?

L. Tang (and Sui) Unification 3 hours

Imperial rule. Chang an and the culture of the court. Exams and the new elite. Printing and the lower classes. Popular religion.

- How were the Tang emperors different from emperors before them?
- What is cultural capital? How did emperors and others get it?
- What was the exam system supposed to accomplish? How well did it work?
- Why do we know more about the lives of the lower classes after the Tang? How were they different from the elite?

M. The light of Asia 3 hours

1 Commerce and wealth.

2 China moves South

3 .The East Asian world

- What role did commerce play in the transformation of Tang and Song China?
- How did Chinese civilization spread to the South? What did the Tang state have to do with this?
- Why did Vietnamese Koreans and Japanese borrow so much from China? Why did they call themselves Zhongguo ren?

IV. Evaluation Methods

The final grade for the course will be determined as follows:

Quizzes and other assignments 10%

Students will take in-class quizzes and will also get points for short class presentations and reaction papers.

Paper 45%

Each student will write a paper analyzing a section of a classical text.

Paper Presentation 5%

Mid-term 20%

Short answer and essay

Final Exam 20%

Short answer and essay

Attendance policy: Students are expected to attend class, but are also assumed to be adults. Thus attendance will not be taken, and there will be no punishment for not attending class beyond the lower grades on exams that inevitably result from not attending class. Students with an excused absence can request make-up exams or turn in assignments late. Other late assignments will be graded down one mark a day (A+ becomes an A, etc.)

V. Required textbooks, supplemental books and readings

- Burton Watson, trans. *Chuang tzu: Basic Writings* Columbia, 1964
- Sarah Allen. *The Way of Water and Sprouts of Virtue* SUNY 1997.
- David Hawkes. *The Songs of the South : An Anthology of Ancient Chinese Poems by Qu Yuan and Other Poets* Penguin, 1995.

VI. Special resource requirements

none

VII. Bibliography

Journals

Acta Asiatica ISSN 0567-7254

Asia Major ISSN 0004-4482

Early China ISSN 0362-5028

Harvard Journal of Asiatic Studies ISSN 0073-0548

Journal of the American Oriental Society ISSN 0003-0279

Journal of Asian Studies ISSN 0021-9118

Journal of the Economic and Social History of the Orient ISSN 0022-4995

Monumenta Serica ISSN 0254-9948

T'ang Studies ISSN 0737-5034

T'oung Pao ISSN 0082-5433

Kaogu ISSN 0453-2899

Reference works

-*Bibliography of Asian Studies*. Now available on-line, although not at IUP. Pitt has it.

-*Chinese Religion in Western Languages: A Comprehensive and Classified Bibliography of Publications in English, French, and German* 3 vols Association for Asian Studies Monograph, 1985-1999.

-Elvin, Mark, and Caroline Blunden, *Cultural Atlas of China*. Oxford: Equinox Books, 1983.

-Loewe Michael, ed. *Early Chinese Texts : A Bibliographical Guide*. Berkeley: University of California Institute of East Asian Studies, 1994.

-Tan Qixiang, ed. *Zhongguo lishi ditu ji* (The Historical Atlas of China) 8 vols Shanghai: Ditu chubanshe, 1982.

-Wilkinson, Endymion, *Chinese History: A Manual, Revised and Enlarged*. Cambridge: Harvard University Press, 2000.

-Zumdorfer, Harriet. *China Bibliography: A Research Guide to Reference Works about China Past and Present*. Honolulu: University of Hawaii Press Press, 1999.

General works

-*Cambridge History of China*. Cambridge: Cambridge University Press. Still coming out.

-Ebrey, Patricia Buckley. *The Cambridge Illustrated History of China*. Cambridge, 1996.

-Holcome, Charles. *The Genesis of East Asia 221 B.C.-A.D. 907*. Honolulu: University of Hawaii Press, 2001.

-Kuhn, Dieter. *Status and Ritus: Das China der Aristokraten von den Anfängen bis zum 10. Jahrhundert nach Christus*. Heidelberg: Forum, 1991.

-Loewe, Michael, and Shaughnessy, Edward, eds. *Cambridge History of Ancient China*. Cambridge: Cambridge University Press.

-Needham, Joseph. *Science and Civilization in China*. Cambridge: Cambridge University Press, 1959-

I. *Introductory Orientations*. Joseph Needham, with the research assistance of Wang Ling (1954)

II. *History of Scientific Thought*. Joseph Needham, with the research assistance of Wang Ling (1956)

IV. *Physics and Physical Technology*

1. *Physics*. Joseph Needham, with the research assistance of Wang Ling, and the special cooperation of Kenneth Girdwood Robinson (1962)

2. *Mechanical Engineering*. Joseph Needham, with the collaboration of Wang Ling (1965)

3. *Civil Engineering and Nautics*. Joseph Needham, with the collaboration of Wang Ling and Lu Gwei-djen (1971)

V. Chemistry and Chemical Technology

1. *Paper and Printing*. Tsien Tsuen-Hsuin (1985)
2. *Spagyric Discovery and Invention: Magisteries of Gold and Immortality*. Joseph Needham, with the collaboration of Lu Gwei-djen (1974)
3. *Spagyric Discovery and Invention: Historical Survey, from Cinnabar Elixirs to Synthetic Insulin*. Joseph Needham, with the collaboration of Ho Ping-Yu [Ho Peng-Yoke] and Lu Gwei-djen (1976)
4. *Spagyric Discovery and Invention: Apparatus and Theory*. Joseph Needham, with the collaboration of Lu Gwei-djen, and a contribution by Nathan Sivin (1980)
5. *Spagyric Discovery and Invention: Physiological Alchemy*. Joseph Needham, with the collaboration of Lu Gwei-djen (1983)
6. *Military Technology: Missiles and Sieges*. Joseph Needham, Robin D.S. Yates, with the collaboration of Krzysztof Gawlikowski, Edward McEwen and Wang Ling (1994)
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Course Analysis Questionnaire

Section A: Details of the Course

A1 This course is intended as an elective for History majors. It will be one of several courses which will fulfill the departmental Non-Western requirement. It is also intended for students in other majors who are interested in China, and will carry university Non-Western and Liberal Studies credit.

A2 This course requires no changes in existing courses.

A3 This course was offered as a Special Topics 481 class in Fall 2001.

A4 This will not be a dual-level course

A5 This course will not be offered for variable credit

A6 Similar courses are offered at many institutions. Examples include University of Wisconsin-Milwaukee, Northern Illinois University and Stanford University.

A7 This course is not connected to any outside agency

Section B: Interdisciplinary Implications

B1 This course will be taught by one instructor

B2 This course is not related to courses in any other department

B3 Seats will be made available to Continuing Education students

Section C: Implementation

C1 Faculty resources are adequate. The course will be taught by the same faculty member who is currently teaching it as a 481 (Special Topics). 481 will be taught less frequently because of this.

C2 Although increased library holdings would be very helpful, no new resources are needed. No equipment, supplies or travel are required, and space is adequate.

C3 No grant funds are involved

C4 The course will be offered about every other year

C5 One section

C6 30 students

C7 No professional society recommends any limits.

Section D: Miscellaneous

Liberal studies IV

A. This course will be taught in a single section by a single instructor.

B. Minority groups are central to the course, since this is the period in which China was formed as a unitary civilization out of a collection of regional cultures. We will look at the creation of a "Chinese" culture and what that could mean, as well as the relationship between China and outside cultures. Minority groups such as the Toba become tremendously important in the later part of the class, and we will look at the evolution of Chinese society under their rule and the cosmopolitan society of the Tang. Women are essential to understanding the Chinese family, the central institution in Chinese society. We will also look the roles of women in Chinese politics and the influence of women on the Buddhist Sangha, one of the few institutions which allowed women to hold positions of power.

C. Students will read Zhuangzi, Chuci, and selections from a number of other works.

D. It is assumed that this course will draw Asian Studies minors with little familiarity with historical method, as well as other non-majors. Almost all students will have had HIST 195 or the equivalent. The course will introduce students to the distinction between primary and secondary sources and train them in the use of both. Each student will work with historical monographs and learn how to critique author's use of historical evidence through their book reviews. In-class discussions of short primary sources will introduce students to their use.

Checklist for Liberal Studies Electives Course Proposals

1. Review the [Criteria for a Liberal Studies Elective](#) – note how the competencies are to be handled.
2. Follow the [2012 Undergraduate Curriculum Handbook](#) for new (p. 20-27) or revised courses (p. 15-19).
3. Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4. Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners.
5. Course content – meets the required [course content for a Liberal Studies Elective](#). While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements.
6. Competencies - All Liberal Studies Electives must meet the EUSLOs and required course content from at least [ONE of the following SIX competencies](#): Global Citizenship; Information Literacy; Oral Communication; Quantitative Reasoning; Scientific Literacy; and Technological Literacy. Note: a course may meet more than one competency.
7. Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
8. Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
9. Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

If this is a course revision (p. 18 UWUCC Handbook)

10. Summary of the proposed revisions.
11. Justification/rationale for the revision – be sure to include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
12. The old syllabus of record.
13. Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook).

Checklist for Global and Multicultural Awareness Course Proposals

1. Review the [Criteria for Global and Multicultural Awareness](#) – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.
2. Follow the [2012 Undergraduate Curriculum Handbook](#) for new (p. 20-27) or revised courses (p. 15-19).
3. Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4. Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. <http://www.iup.edu/page.aspx?id=113234>.
5. Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. <http://www.iup.edu/page.aspx?id=113234>.
6. Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
7. Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
8. Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

If this is a course revision (p. 18 UWUCC Handbook)

9. Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.
10. Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
11. The old syllabus of record.
12. Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).