

CHT 3500
Chinese Culture

University of Florida (Spring 2020) [3 credits]

Class Number: 11201

TIME: Tues. 10:40 – 11:30 AM / Thurs. 10:40 AM–12:35 PM

PLACE: [AND 0013](#)

Dr. Stephan N. Kory (skory@ufl.edu)

Office Hours: T/Th 2:15–3:30 (Pugh 304)



COURSE DESCRIPTION

This course features an interdisciplinary survey of Chinese civilization and culture. It introduces China's return to the status of world power, carefully investigates how this return is connected to China's cultural past, and actively questions the notions of "China" and "culture" as they are defined by the modern fields of sinology and cultural studies. By investigating and comparing different regions and aspects of China's past and present, from diverse disciplinary perspectives, and using both primary and secondary sources, students will develop and demonstrate knowledge of the diverse traditions, institutions, texts, and practices that have shaped "Chinese culture" over time.

COURSE OBJECTIVES

By the conclusion of the course, it is expected that students will be able to:

1. Analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Analyze and critique primary and secondary written, visual, and media sources using comparative and interdisciplinary perspectives and theories.
3. Demonstrate their ability to analyze one or more issues relevant to Chinese culture using different disciplinary approaches.
4. Demonstrate their ability to describe the diversity and complexity of Chinese culture.
5. Identify, describe, and analyze at least one contemporary or historical cultural or scientific issue they regard as defining the topic.
6. Articulate informed perspectives on the early development, transmission, and regional variation of culture in China.

All outcomes will be assessed in class discussions, class presentations, quizzes, a film review, and a final topic of interest paper.

REQUIRED TEXTS (3)

All three texts must be in hand by the first day of class!

- [1] Ropp, Paul S. *Heritage of China: Contemporary Perspectives on Chinese Civilization*. Berkeley: University of California Press. 1990.
[ISBN-10: 9780520064416] [ISBN-13: 978-0520064416]
- [2] Schirokauer, Conrad and Miranda Brown. *A Brief History of Chinese Civilization*. 4th ed. Belmont, CA: Wadsworth/Thomson Learning, 2012.
[ISBN-10: 0495913235] [ISBN-13: 978-0495913238]
- [3] Wasserstrom, Jeffrey N. and Maura Elizabeth Cunningham, *China in the 21st Century: What everyone needs to know*. 2nd ed. New York: Oxford University Press, 2013.
[ISBN-10: 0199974969] [ISBN-13: 978-0199974962]

All other reading are accessible via links in the syllabus or through our Canvas page ("Files"/"Readings").

GRADING SCHEME

- [1] Class Participation [5%]
- [2] News Report [5%]
- [3] Map Quiz [10%]
- [4] Team Teaching [10%]
- [5] Reading Quizzes [10%]
- [6] Midterm Exam [15%]
- [7] Film Review [15%] (Review 10%; Rewrite 5%)
- [8] Topic of Interest Paper [30%] (Proposal 5%; Presentation 5%; Paper 20%)

[1] Class Participation [50 points]

Participation in class discussion is important and will have an impact on your overall grade. Students are expected to accomplish the class assignments in a timely fashion, actively engage with the course materials including readings and viewings, and share and communicate their observations and reflections with others. Failure to meet any of these expectations will not only impair your own education and final grades, but also the whole

class performance. Your participation grade will be assessed by the quality and quantity of your contributions to the class along the following rubrics (50–10 points):

- [50] Students consistently take a voluntary, thoughtful, and active role in their own learning, challenging themselves on a daily basis. Through participation and inquiry, they consistently demonstrate a genuine desire to learn and share ideas with the teacher and their classmates. They initiate discussions, ask significant questions, and act as leaders within the group. These students are always well prepared to contribute to the class as a result of having thoughtfully completed assignments, and the thoroughness of their work demonstrates the high regard they hold for learning.
- [40] Students take an active role in their own learning by participating regularly in class discussions, by frequently volunteering their ideas, by asking thoughtful questions, and by defending opinions. Though they listen respectfully to their classmates and are willing to share ideas as a result of having completed assignments, these students do not *consistently* demonstrate a commitment to their own learning.
- [30] These students listen to their classmates and respect their opinions. As a result of having completed assignments, these students are prepared to answer questions, but only when called upon. They may need occasional reminders to stay on task and are reluctant to ask or answer questions, though when they do, they usually demonstrate an understanding of the materials.
- [20] Students occasionally take an active role in their own learning. They participate and ask questions infrequently. They hesitate to share their ideas and they may not always listen to or respect the opinions of others. These students usually participate only when called upon. As a result of assignments being sometimes incomplete or missing, they may not be prepared to answer thoughtfully with detail or substance.
- [10] Students rarely take an active role in their own learning. They often do not participate and rarely share ideas or ask questions. These students display poor listening skills, and they may be intolerant of the opinions of others. As a result of being unprepared for or disengaged from class, these students often refuse to offer ideas even when called upon.

The participation grade is entirely based on the instructors' discretion, and the final assessment will take into account both the quantity and quality of each student's participation in class.

[2] News Report [50 points]

Most Thursdays, 3–4 students will report on a piece of news from China today. The news article or clip must come from a reputable, peer-reviewed news source (no blogs, editorials, or personal websites) and must report on a piece of news that you can link to China's past (before 1950). Begin your 2–3 minute report with information about *the source* (e.g., author; publication; date), then briefly summarize it, offer an opinion, explicitly state how you are linking it to the past, and take at least one question from the class. Once again, [1] source, [2] summary, [3] opinion, [4] link it to the past, and [5] take questions. Everyone will deliver ONE report.

[3] Map Quiz [100 points]

Fundamental to any study of China is an understanding of its geography. Your knowledge of provinces, major cities, and other physical entities will be assessed on this twenty-minute quiz. 30 entries (10 Provinces/10 Cities/10 Other [mountains/rivers/deserts]).

[4] Team Teaching [100 points]

Each of you will be assigned to a group of 3 or 4 people. You will select a day (a Thursday) for a 10- to 15- minute teaching presentation on some aspect of our readings for the day. Your teaching presentation must cover one person, place, event, movement, text, practice,

community, or piece of material culture in as much detail as 10–15 minutes allows. The presentation must also include at least one clearly articulated link between modern and premodern China. A sign-up sheet is available, so choose your date and topic asap.

[5] Reading Quizzes [100 points]

A total of ten reading quizzes will be administered in class. They are meant to help keep you on track with your reading. I commonly ask two or three general questions about the readings we've done for class (no microscopic details, just a way to make sure you are doing the reading). Quizzes can only be made up or taken early in the case of documented or pre-approved absences.

[6] Midterm Exam [100 points]

Our "midterm" exam will take place on Tuesday, March 24 (CLASS 21). It will include a timeline, true-and-false and short response questions, and ten definitions. During the first ten weeks, we will compile a list of twenty significant concepts and terms (2–3/week) based on our readings and discussions. I will choose ten of the terms for our exam. You will define each term in at least five full *sentences*, each of which record a discrete piece of information. In addition to five points on each term, you will be graded on how well your five points provide a well-rounded definition of the term and address its significance in Chinese culture.

[7] Film Review [150 points] (Review 100 pts; Rewrite 50 pts.)

All film reviews will review Zhang Yimou's *Hero*. Your review should describe, analyze, and evaluate. The review should convey an opinion, support it with evidence from the film, and should be written in error-free English. Don't forget to proofread and edit your review before submission. No more than three double-spaced pages. Title your review as such: "Review of Zhang Yimou, et al. *Hero*. Miramax Home Entertainment, 2004." As a film review, you must articulate and defend a rating for the film (e.g., stars; number value; smiley faces; tomatoes?). The film is on reserve in the library, and I have a personal copy of a DVD I can lend out for personal or group viewings.

[8] Topic of Interest Paper [300 points] (Proposal 50 pts.; Presentation 50 pts.; Paper 200 pts.)

The topic of interest paper must link some aspect of present-day Chinese culture to some aspect of China's past. The assignment, as a whole, includes [1] your initial articulation of a topic and a research question, [2] your articulation of a thesis and an annotated bibliography of at least eight peer-reviewed sources (50 points), [3] your final oral presentation (50 points) and [4] the actual paper (200 points). Look over the whole syllabus very carefully before you choose a potential topic. Also look through the bibliographies in our textbooks. Don't be afraid to leap into the unfamiliar, uncomfortable, or unknown, but try to explore potential topics as much as you can before your initial proposal. The topic of interest paper should strike a balance between information and interpretation and must clearly address some aspect of Chinese culture, past and present. Be conservative and conformist in presentation, but bold and argumentative in content. The assignments listed below are meant to help guide you toward a successful paper.

(1) Submit a TOPIC and QUESTION.

(2) Based on your preliminary research, clearly and concisely articulate a working title and thesis for your topic of interest paper. Then, compile and briefly annotate a bibliography of at least eight *peer-reviewed sources*. List them in alphabetical order based

on the author's last name. Use WorldCat, JSTOR, and Academic Search Premier, and list each work using the style found in our UFL Chinese Studies Style Guide.

(3) Present your topic, thesis, and title in class and answer at least two questions (3 mins.)

The topic of interest paper should be more than 10 but no more than 12 double-spaced pages (including your notes and bibliography).

LINKS AND POLICIES

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog

at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grading Scale

A = 93+ A- = 90-92.9 B+ = 87-89.9 B = 83-86.9 B- = 80-82.9 C+ = 77-79.9
C = 73-76.9 C- = 70-72.9 D+ = 67-69.9 D = 63-66.9 D- = 60-62.9 E = 0-59.9

For information on current UF policies for assigning grade points, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

For information on the university's grading policies, see: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>

Honor Pledge

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Late Work and Extensions: Late work will result in a deduction of 10% each day it is late.

Academic Honesty

UF's academic honesty policy prohibits "cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication." UF's Honesty Guidelines and Honor Code may be accessed at <http://www.dso.ufl.edu/sccr/currentstudents.php>. Any violation of the Honor Code in any assignment for this course will be prosecuted according to UF policy, which may include failing the class or expulsion (see paragraph IX of the Student Conduct Code). For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Etiquette

No stealing, cheating, or any form of discriminatory harassment will be tolerated in any form. Accusations will be taken very seriously and will be promptly reported according to UF policy. We do, however, want to create and nurture a free and honest exchange of ideas in class. Empathy will be encouraged and expected in this course but speak up if you find the ideas in readings or the comments

in class offensive in some way. The earlier this is done, the better. Note that this can be done in class (with tact), or during my office hours. PLEASE feel free to make an appointment or come to office hours whenever there are questions or concerns. The drama that arises from a lack of communication can be very disruptive and toxic, so please bring issues to our/my attention as soon as possible. A careful investigation of texts and contexts far removed from this place and time can be discombobulating, and I am ultimately responsible for what transpires in the classroom, so please be courteous and keep me 'in the loop' (but within bounds).

Evaluation/Feedback

"Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>."

Policy for Requesting a Letter of Recommendation

I only write letters of recommendation for *students who have finished at least one course with me* and have consistently maintained a B or higher average. If you would like to request a letter, please download, print, and fill out the Release for Letter of Recommendation from the following link: <https://registrar.ufl.edu/pdf/ferparelease.pdf>. This is a university-wide requirement. You should give me at least three weeks to write the letter, so plan early.

Counseling Services

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. See: www.counseling.ufl.edu/cwc/

Disability Resources

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation <0001 Reid Hall, 352-392-8565> www.dso.ufl.edu/drc/
<https://disability.ufl.edu/wp-content/uploads/2017/06/Note-Services-Packet_-writable.pdf>

Other Resources Available for Students

HEALTH AND WELLNESS

- U Matter, We Care: umatter@ufl.edu; 392-1575
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> ; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: <http://www.police.ufl.edu/> ; 392-1111 (911 for emergencies)

ACADEMIC RESOURCES

- E-learning support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt.2)

- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/> ; 392-1601
- Library Support: <http://cms.uflib.ufl.edu/ask>
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/> ; 846-1138

Abbreviated Schedule

[CLASS 1] T1/7 Introduction	[CLASS 16] Th2/27 Yuan	NEWS/TEACH 6
[CLASS 2] Th1/9 Culture?	<SPRING BREAK>	
[CLASS 3] T1/14 Elementary Forms	[CLASS 17] T3/10 Ming	TOPIC-QUESTION
[CLASS 4] Th1/16 China in Antiquity	[CLASS 18] Th3/12 East Asia + Europe	NEWS/TEACH 7
[CLASS 5] T1/21 Classical Thought	[CLASS 19] T3/17 The Qing Dynasty	REVIEW REWRITE
[CLASS 6] Th1/23 Conf. Classicism	NEWS/TEACH 1	[CLASS 20] Th3/19 Western Intrusion
[CLASS 7] T1/28 The Classics	[CLASS 21] T3/24 End of the Imperium	MIDTERM
[CLASS 8] Th1/30 Cosmology	NEWS/TEACH 2	[CLASS 22] Th3/26 Nationalist China
[CLASS 9] T2/4 The Early Imperial Period	[CLASS 23] T3/31 China Under Mao	BIBLIOGRAPHY
[CLASS 10] Th2/6 Religion in China	NEWS/TEACH 3	[CLASS 24] Th4/2 Mao the Man
[CLASS 11] T2/11 Religion in China	[CLASS 25] T4/7 China Since Mao	
[CLASS 12] Th2/13 Period of Disunity	NEWS/TEACH 4	[CLASS 26] Th4/9 China Since Mao
[CLASS 13] T2/18 Sui and Tang.	MAP QUIZ	[CLASS 27] T4/14 Paper Presentations
[CLASS 14] Th2/20 Tang Literature	NEWS/TEACH 5	[CLASS 28] Th4/16 Paper Presentations
[CLASS 15] T2/25 Song	FILM REVIEW	[CLASS 29] T4/21 Conclusions/Evaluations

Daily Schedule

All readings and assignments are due before the classes they are listed under.

T 1/7 [CLASS 1] Introduction (watch all before our first class)

- [1] Read the *syllabus*, which is posted on our Canvas page under "Files."
- [2] Watch: Martin Jacques, "Understanding the Rise of China," TED.com (Oct. 2010)
<http://www.ted.com/talks/martin_jacques_understanding_the_rise_of_china> (accessed 11/27/19).
- [3] Watch: Dambisa Moyo, "Is China the New Idol for Emerging Economies?" TED.com (2013)
<https://www.ted.com/talks/dambisa_moyo_is_china_the_new_idol_for_emerging_economies#t-16940> (accessed 11/27/19).
- [4] Watch (first 25mins.): "Interview with Ann Swidler," UC Berkeley Sociology (Aug. 22, 2013)
<https://www.youtube.com/watch?v=8Oc7adxa1_w> (accessed 11/27/19).

Th 1/9 [CLASS 2] Culture?

- [1] Rimi Khan, "Reading Cultural Studies, Reading Foucault," *Postmodern Culture* 15.1
<<http://pmc.iath.virginia.edu/issue.904/15.1khan.html>> (accessed 12/7/19), entries 1–29.
- [2] Ann Swidler, "Culture in Action: Symbols and Strategies," *American Sociological Review* 51.2 (1986): 273–286.
- [3] Jonathan Z. Smith, "Religion, Religions, and Religious," in *Relating Religion: Essays in the Study of Religion* (Chicago: University of Chicago Press, 2004), 179–196.

T 1/14 [CLASS 3] Elementary Forms of Chinese Culture

- [1] Victor H. Mair et al. eds. *Hawai'i Reader in Traditional Chinese Culture* (Honolulu: University of Hawai'i Press, 2005), 1-7.
 - [2] Paul S. Ropp, *Heritage of China: Contemporary Perspectives on Chinese Civilization* (Berkeley: University of California Press, 1990), 15–54 (David N. Keightley).
 - [3] William H. Nienhauser, Jr. et al., trans. *The Grand Scribe's Records* (Bloomington: Indiana University Press, 1994), 1:1–9 (Huangdi+).
- [Suggested] Ropp, ed. *Heritage of China*, 197–223 (Patricia Ebrey).

Th 1/16 [CLASS 4] China in Antiquity

- [1] Conrad Schirokauer and Miranda Brown, *A Brief History of Chinese Civilization* (4th ed.; Belmont, CA: Wadsworth/Thomson Learning, 2012), 1-22.
- [2] David N. Keightley, *Sources of Shang History: The Oracle-bone Inscriptions of Bronze Age China* (1978; rev. ed., Berkeley: University of California Press, 1985), 1-2.
- [3] Victor H. Mair et al. eds. *Hawai'i Reader in Traditional Chinese Culture* (Honolulu: University of Hawai'i Press, 2005), 8-17.
- [4] Stephen Owen, ed. and trans., *An Anthology of Chinese Literature: Beginnings to 1911* (New York: Norton, 1996), 11-18.

T 1/21 [CLASS 5] Turbulent Times and Classical Thought

- [1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 23-45.
- [2] Robert Eno, "[Schools of Thought in Early China](#)," CHINATXT.
<<https://chinatxt.sitehost.iu.edu/Resources.html>> (accessed 12/3/9).
- [3] Eno, "[The Spring and Autumn Annals](#)," CHINATXT.

Th 1/23 [CLASS 6] Confucian Classicism

- [1] Eno, "[The Confucian School](#)," CHINATXT.
- [2] Jeffrey N. Wasserstrom and Maura Elizabeth Cunningham, *China in the 21st Century: What everyone needs to know* (2nd ed.; New York: Oxford University Press, 2013), 1-22.
- [3] Eno, "The Analects of Confucius: A Teaching Translation," 1-13 (Books 1-3)
<https://scholarworks.iu.edu/dspace/bitstream/handle/2022/23420/Analects_of_Confucius_%28Eno-2015%29-updated.pdf?sequence=2&isAllowed=y> (accessed 12/27/19).

NEWS REPORT and TEAM TEACHING 1

<1/25/  >

T 1/28 [CLASS 7] The Classics

- [1] Eno, "[The Yijing](#)," CHINATXT. [*memorize the eight trigrams and names on page 2]
- [2] Richard Smith, trans. "The Great Commentary" (Dazhuan 大傳) or "Commentary on the Appended Phrases" (Xici zhuan 繫辭傳), Part 1 [based on Richard John Lynn, *The Classic of Changes: A New Translation of the I Ching As Interpreted by Wang Bi* (New York: Columbia University Press, 1994), 47-101], 1-28.
- [Suggested] Eno, "[Legalism and Huang-Lao Thought](#)" CHINATXT.

Th 1/30 [CLASS 8] Cosmology (Macro- and Micro)

- [1] Edward L. Shaughnessy, "Calendar and Chronology," in *The Cambridge History of Ancient China: From the Origins of Civilization to 221 B.C.*, ed. Michael Loewe and Shaughnessy (Cambridge, UK: Cambridge U. P., 1999), 19-24.
- [2] William Theodore de Bary, "Han Views of the Universal Order," in *Sources of Chinese Tradition: Vol. 1*, ed. de Bary and Irene Bloom (1960; NY: Columbia U. P., 1999), 346-352.
- [3] Ropp, ed. *Heritage of China*, 164-196 (Nathan Sivin).
- [4] Alfred J. Andrea and James H. Overfield, *The Human Record: Sources of Global History, Volume I, to 1500* (Boston, MA: Wadsworth, Cengage Learning, 2010), 1:120-121.

NEWS REPORT and TEAM TEACHING 2

T 2/4 [CLASS 9] The Early Imperial Period

- [1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 46–73.
 - [2] Ropp, ed. *Heritage of China*, 55–69, 84–85 (Jack L. Dull).
 - [3] Wasserstrom and Cunningham, *China in the 21st Century*, 23–28.
 - [4] Andrea and Overfield, *The Human Record*, 1:133–137. (HumanRecordReading2)
- [Suggested] Eno, "[The Qin Revolution](#)," CHINATXT.

Th 2/6 [CLASS 10] Religion in China (Past)

- [1] D. C. Lau, trans. *Tao te ching* (Harmondsworth, Eng.: Penguin Books, 1963), 5–14.
 - [2] Stephen Bokenkamp, *Early Daoist Scriptures* (Berkeley: University of California Press, 1997), 1–2, 6–7, 8, 9–15.
 - [3] Eno, "[Basic Structures of Buddhism](#)," CHINATXT, 1–11.
 - [4] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 86–91, 96–97, 111–116.
 - [5] Ropp, ed. *Heritage of China*, 138–150 (T.H. Barrett).
- NEWS REPORT and TEAM TEACHING 3

T 2/11 [CLASS 11] Religion in China (Present)

- [1] Ropp, ed. *Heritage of China*, 150–163 (T.H. Barrett).
- [2] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 359–360.
- [3] Slavoj Zizek, "How China Got Religion," *New York Times*, Oct. 11, 2007
<http://www.nytimes.com/2007/10/11/opinion/11zizek.html?_r=0> (12/5/19).
- [4] The PRC State Council Information Office, China's Policies and Practices on Protecting Freedom of Religious Belief (Religion White Paper) (April 2018),
<<http://www.scio.gov.cn/zfbps/32832/Document/1626734/1626734.htm>> (accessed 12/1/19).

Th 2/13 [CLASS 12] China During the Period of Disunity

- [1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 81–86, 90–98.
 - [2] Eno, "[Intellectual Trends of the Early Six Dynasties Era](#)," CHINATXT.
 - [3] William Theodore de Bary, William M. Bodiford, and Yoshiko Kurata Dykstra, eds. *Sources of Japanese Tradition. Vol. 1* (New York: Columbia University Press, 2001), 1–9.
- NEWS REPORT and TEAM TEACHING 4

T 2/18 [CLASS 13] The Cosmopolitan Civilization of the Sui and Tang (581–907)

- [1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 99–111, 116–118, 124–126.
 - [2] Eno, "[Tang Culture](#)," CHINATXT.
 - [3] Mark Edward Lewis, *China's Cosmopolitan Empire: The Tang Dynasty* (Cambridge, Mass: Belknap Press of Harvard Univ. Press, 2012), 5–29.
 - [4] Robert W. McColl, "Understanding the Geography of China: An Assemblage of Pieces," AsiaSociety.org <<https://asiasociety.org/education/understanding-geography-china>> (accessed 12/1/19).
- [Suggested] Denis Crispin Twitchett, *The Cambridge History of China, 3: Sui and T'ang China* (Cambridge: Cambridge University Press, 2007).
- Charles D. Benn, *China's Golden Age: Everyday Life in the Tang* (Oxford: Oxford University Press, 2004).
- Tim Oakes, "China's Provincial Identities," *Journal of Asian Studies* 59.3 (2000): 667–692.

MAP QUIZ

Th 2/20 [CLASS 14] Tang Literature

[1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 118–124.

[2] Ropp, ed. *Heritage of China*, 294–308 (Stephen Owen).

[3] Eno, “[A Short Selection of Tang Poems](#),” CHINATXT.

NEWS REPORT and TEAM TEACHING 5

T 2/25 [CLASS 15] China During the Song

[1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 127–158.

[2] Eno, “[Song Dynasty Political Culture](#),” CHINATXT.

[Suggested] Ropp, ed. *Heritage of China*, 224–241 (Albert Feuerwerker).

FILM REVIEW

Th 2/27 [CLASS 16] The Mongol Empire and the Yuan Dynasty

[1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 159–180.

[2] Jack Weatherford, *Genghis Khan and the Making of the Modern World* (New York: Three Rivers Press, 2005), *tbd*.

[3] Andrea and Overfield, *The Human Record*, 1:388–398. (HumanRecordReading3)

[Suggested] Jacques Gernet, *Daily Life in China: On the Eve of the Mongol Invasion, 1250–1276* (1959; trans. Stanford, CA: Stanford University Press, 1962), 144–167.

NEWS REPORT and TEAM TEACHING 6

<Spring Break>

T 3/10 [CLASS 17] The Ming Dynasty (1368–1644)

[1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 181–207.

[2] Andrea and Overfield, *The Human Record*, 2:129–132. (HumanRecordReading4)

[3] “The Butterfly Lovers,” <<https://www.youtube.com/watch?v=Plzcn2MbAfM>> (accessed 12/3/19).

TOPIC and QUESTION

Th 3/12 [CLASS 18] East Asia and Modern Europe: First Encounters

[1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 208–222.

[2] Ropp, ed. *Heritage of China*, 1–15 (Jonathan Spence).

[3] Andrea and Overfield, *The Human Record*, 2:235–238. (HumanRecordReading5)

NEWS REPORT and TEAM TEACHING 7

T 3/17 [CLASS 19] The Qing Dynasty

[1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 223–244.

[2] Wasserstrom and Cunningham, *China in the 21st Century*, 28–49.

[3] “Three Primary Readings Dealing with the Opium War/s” [Canvas/Files/Readings/3Opium]

FILM REVIEW REWRITE

Th 3/19 [CLASS 20] Internal Crisis, and Western Intrusion

[1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 245–276.

NEWS REPORT and TEAM TEACHING 8

T 3/24 [CLASS 21] China: Endings and Beginnings (1894–1927)

[1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 277–300.

[2] Lu Xun, “*Kong Yiji*,” trans., Eno, CHINATXT.

MIDTERM EXAM

Th 3/26 [CLASS 22] China Under the Nationalists

[1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 301–324.

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NEWS REPORT and TEAM TEACHING 9

T 3/31 [CLASS 23] China Under Mao (1949–1976)

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[2] Wasserstrom and Cunningham, *China in the 21st Century*, 49–72.

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T 4/7 [CLASS 25] The Chinese World Since Mao I

[1] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 347–372.

[2] Wasserstrom and Cunningham, *China in the 21st Century*, 73–99.

Th 4/9 [CLASS 26] The Chinese World Since Mao II

[1] Wasserstrom and Cunningham, *China in the 21st Century*, 99–130.

[2] Eleanor Albert and Beina Xu, “China’s Environmental Crisis,” *Council on Foreign Relations*, Jan. 18, 2016 <<https://www.cfr.org/backgroundunder/chinas-environmental-crisis>> (accessed 12/1/19).

NEWS REPORT and TEAM TEACHING 10

T 4/14 [CLASS 27] Paper Presentations

Th 4/16 [CLASS 28] Paper Presentations

T 4/21 [CLASS 29] Future/Conclusions/ Evaluations

[1] Wasserstrom and Cunningham, *China in the 21st Century*, 131–158.

[2] Schirokauer and Brown. *A Brief History of Chinese Civilization*, 373–379.