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ASIA 320/HIST 378

ASIA 320
HIST 378

new
about
requirements
texts
schedule
dates
turnitin
on reading
resources
2018W syllabus

Early China

2018 Winter
Tu 15:00–18:00
SWNG 309

Prof. Leo K. Shin
Buchanan Tower 1223
tel. 604.822.5167
leo.shin@ubc.ca

Office hours:
M/Tu 13:30–14:30; and by appointment

Course web site:
www.history.ubc.ca/faculty/lshin/teaching/378

New Information

- Open to all interested students.

(Please refresh this page to see the latest updates.)

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About the Course

This course explores the history of China from the earliest times to the disintegration of the Tang empire (618–907). Its goals are to help students develop the language and tools to understand the origins and foundations of Chinese society and to initiate them to the art and techniques of historical analysis. This course challenges the stereotype of a monolithic and static China and encourages students to develop a critical understanding of the internal and external forces integrating and dividing this geo-cultural unit.

By the end of the term, students should be able to:

- identify some of the organizing themes in early Chinese history
- discuss the unity and diversity, changes and continuities, of early Chinese society
- come to an understanding of the nature of historical knowledge

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Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Notes</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-term Conversation</td>
<td>10%</td>
</tr>
<tr>
<td>Library Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Museum Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Take-home Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper (optional)</td>
<td>(40%)</td>
</tr>
</tbody>
</table>

Students are expected to have completed the assigned readings before our class meeting each week. Grading is based on the student's ability to synthesize and analyze the materials presented. In general, this course follows the grading practices outlined in the Academic Calendar:
This is a challenging course. Students are **not** expected to have prior knowledge of Chinese history, but they are expected to make serious efforts to learn to think historically.

**Important Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep. 4</td>
<td>No class (Imagine UBC)</td>
</tr>
<tr>
<td>Sep. 11</td>
<td>First class</td>
</tr>
<tr>
<td>Sep. 18</td>
<td>Last day to withdraw without the &quot;W&quot; standing</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Thanksgiving Day</td>
</tr>
<tr>
<td>Oct. 12</td>
<td>Last day to withdraw; draft library assignment due</td>
</tr>
<tr>
<td>Oct. 15-</td>
<td>Mid-term Conversation</td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Library assignment due</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Remembrance Day (observed)</td>
</tr>
<tr>
<td>Nov. 23</td>
<td>Museum assignment due</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>Last class</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>Take-home examination/research paper due</td>
</tr>
</tbody>
</table>

**Texts**

- Primary sources—available through [electronic reserves](#) (see [instructions](#))

**Resources**

**General academic:**

- [History Peer Tutoring](#)
- [History Writing Centre](#)
- [Centre for Writing and Scholarly Communication](#)
- [Academic Integrity](#)
- [How to Cite](#)
- [How to Cite Asian-Language Sources](#)
- [Notes on Romanization](#)

**Alternative perspectives on Chinese history:**

- [The Cambridge History of China](#) series.
- [History of Imperial China](#) series.


Quick references:


● *Timeline of Chinese History and Dynasties* (Columbia University)

● *How to Memorize China’s Major Dynasties?* (ChinaX)

● *Visual Sourcebook of Chinese Civilization* (University of Washington)

● *Chinaknowledge* (Ulrich Theobald)

Arts and artifacts:

● Cahill, James. *A Pure and Remote View* and *Gazing into the Past*.


● *Museum of Anthropology*

● *The Metropolitan Museum of Art*

● *The British Museum*

Translation of Chinese sources:


Requirements

Participation (15%)

Students are expected to attend all sessions and participate actively in class discussion. Marks will be deducted for unexcused absences, and students who have not attended more than half the sessions may not be allowed to submit their final exams/papers.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did all the required readings, attended every session, raised and discussed issues; fully engaged with the class.</td>
<td>Did most of the readings, came to nearly every session, raised and discussed issues most of the time; engaged with the class.</td>
<td>Did some of the readings, came to most of the sessions, remained interested but hardly ever spoke.</td>
<td>I came, I heard, but I didn't really participate in the proceedings.</td>
</tr>
</tbody>
</table>

Reading Notes (30%)

About 400 words. Due by the end of Mondays (except Weeks 1, 2, & 7; late reading notes will not be accepted). Your notes (to be submitted through Turnitin) should answer the question(s) posed under "Focus" in the "Schedule" section. Your reading responses should demonstrate your having reflected on the assigned materials and should:

- identify at least three particularly telling quotations from the weekly primary sources (please note that, for our purpose, the Hansen text and the introduction to the assigned documents are considered secondary—not primary—sources);
- provide page references to the quotations—e.g., (Ebrey, "Confucian Teachings," p. 19);
- make use of the quotations to support your answer to the question(s) posed under "Focus."

Mid-term Conversation (10%)

Individual meeting (about 20–30 mins.) to be scheduled for the Week of October 15. Further information to be provided.

Library Assignment (20%)

About 1,500 words. Due at noon on November 9 (through Turnitin; 4 points deducted for each day late). Write a joint book review of two scholarly books on a topic relevant to this course.

- Step 1:

  Identify five keywords based on a topic of your own interest (for example, "China," "Han dynasty," "Xiongnu," "warfare," "trade"). Search the following catalogs for secondary sources using a combination of your keywords. Identify five of the most authoritative books and locate them (use the Inter-library loan service to locate items not available at UBC). Create a bibliography using one of the standard citation formats. A draft bibliography (with full citation information), along with the list of keywords used, should
be submitted through Turnitin by noon, October 12.

- **UBC Library**
- **Google Scholar**
- **Bibliography of Asian Studies**
- **WorldCat**

- **Step 2:**

Select two books from your list (one of which could be written in a language other than English) and submit a joint review by noon, November 9. Be sure to:

- justify your selections;
- indicate the central arguments of each book;
- compare and contrast the two works chosen;
- and explain how the two studies have contributed to a particular historical debate.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selections</td>
<td>Sources are exceptionally thoughtfully chosen.</td>
<td>Sources are chosen with some care.</td>
<td>Sources are not particularly well chosen.</td>
<td>Logic of selection remains unclear</td>
</tr>
<tr>
<td>Arguments</td>
<td>Central arguments of the texts are explained with exceptional clarity.</td>
<td>Arguments of the texts are generally clearly explained.</td>
<td>Arguments of the texts are not well explained.</td>
<td>Arguments of the texts are not explained.</td>
</tr>
<tr>
<td>Debate</td>
<td>Key historical debate is explained with exceptional clarity.</td>
<td>Key historical debate is generally clearly explained.</td>
<td>Key historical debate is not well explained.</td>
<td>Key historical debate is not explained.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Ideas are organized and presented with exceptional clarity.</td>
<td>Ideas are generally well organized and presented.</td>
<td>Ideas are not well organized or presented.</td>
<td>Ideas lack clarity.</td>
</tr>
</tbody>
</table>

**Museum Assignment (5%)**

About 500 words. Due at noon on November 23 (through Turnitin; 4 points deducted for each day late)). Students are asked to visit the China collection at UBC's Museum of Anthropology (or—virtually—the Metropolitan Museum of Art) and write a short piece juxtaposing one of the objects on display with one they have encountered in this course. Be sure to include in your report the images of the objects chosen.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>Objects are exceptionally thoughtfully chosen.</td>
<td>Objects are chosen with some care.</td>
<td>Objects are not well chosen.</td>
<td>Logic of selection remains unclear</td>
</tr>
<tr>
<td>Discussion</td>
<td>Relevance of objects is explained with exceptional clarity.</td>
<td>Relevance of objects is generally well explained.</td>
<td>Relevance of objects is not clearly explained.</td>
<td>Little evidence that the discussion is written with care.</td>
</tr>
</tbody>
</table>

**Take-home Examination (20%)**

Due at noon on December 11. Further information to be provided.

**Research Paper (40%; optional)**

(in lieu of book review and take-home examination)
About 3,500 words (incl. annotated bibliography). Due at noon on December 11. Topic to be decided in consultation with the instructor. Students interested in this option must submit a proposal by September 25.

Academic Integrity

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your completion of various course assignments. In the process of coming into your own as an independent and responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or teaching assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others’ work as your own. To avoid unintended problems, you are strongly advised to check with the instructor before you engage a tutor or helper.

Academic communities depend on their members’ honesty and integrity in representing the sources of reasoning, claims, and wordings which appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources or to have submitted others’ work as your own, penalties may follow.

Academic communities also depend on their members’ living up to the commitments they make. By enrolling in this course, you are responsible for: meeting deadlines; attending class and engaging in class activities; and guaranteeing that the work you submit for this course has not already been submitted for credit in another course.

If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor before the deadline or before your absence.

For more information, see Academic Integrity.

Students with Disabilities and Academic Accommodations

In keeping with the University’s policy of providing equal access for students with disabilities, any student requesting academic accommodations must meet with an Access and Diversity advisor (for example, accommodations might include a change in the allocation of University resources, or in teaching or evaluation procedures, designed to meet the particular needs of a student with a disability such as course materials in an alternative format, private exam spaces, the use of computers, or note-takers). The Access and Diversity advisor will provide a letter detailing the academic accommodations to be made, and assist in the case that agreement between the student and instructor cannot be reached. Accommodations should be agreed to as soon as possible, in the first week of class if not before. Retroactive accommodations are not permitted, so if this applies to you, be careful to seek assistance in this regard immediately.

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising or your home Faculty’s Advising Office. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

Classroom Etiquette
During class, please use your electronic devices only for class-related activities.

There will be scheduled break(s) during class; please avoid conspicuous consumption of food and drinks inside the classroom.
ASIA 320/HIST 378: Early China

Schedule

(Click on below to access the primary documents through electronic reserves)

Week 1 (Sep. 4): No Class (Imagine UBC)
Readings:
- History Writing Centre (especially the section "Primary Sources");
- For students unfamiliar with Mandarin Chinese, see the online pronunciation guide.

Focus: How do we know about the past?

Week 2 (Sep. 11): Orientation: Worlds Lost and Found
Readings:
- Hansen, pp. 19–55;

Focus: What were the central concerns of early Chinese thinkers?

Week 3 (Sep. 18): Early Cultural Orientations
Readings:
- Hansen, pp. 57–89;

Focus: What were the main challenges faced by the Qin?

Week 4 (Sep. 25): The First Empire
Readings:
- Hansen, pp. 91–105;
- "Legalist Teachings," in Ebrey, pp. 32–37;

Focus: To what extent was the Han a Confucian state?

Week 5 (Oct. 2): Political Foundations
Readings:
- Hansen, pp. 106–121;
- "Heaven, Earth, and Man," in Ebrey, pp. 57–59;

Focus: To what extent was the Han a Confucian state?
Happy thanksgiving!

**Week 6 (Oct. 9): Social and Economic Foundations**

*Readings:*
- Hansen, pp. 122–137;

*Focus:* What were at issue in the debates over the salt and iron monopolies?

*Draft library assignment due on Friday*

**Week 7 (Oct. 16): Mid-term Conversation**

No class this week. Students will sign up for individual meetings with the instructor.

**Week 8 (Oct. 23): The Age of Division**

*Readings:*
- Hansen, 141–152;
- "Ge Hong's Autobiography," in Ebrey, pp. 91–96;

*Focus:* What were some of the major concerns of the scholars/literati of this period? In what ways were such concerns different from those of earlier times?

**Week 9 (Oct. 30): The Buddhist "Conquest"**

*Readings:*
- Hansen, 152–171;
- "The Coming of Buddhism to China," in de Bary and Bloom, pp. 420–432.

*Focus:* Why was Buddhism considered a threat to Confucian teachings?

**Week 10 (Nov. 6): The Second Empire**

*Readings:*
- Hansen, pp. 173–184;

*Focus:* What was the significance of Yan Zhitui's *Family Instructions*?

*Library assignment due on Friday*

**Week 11 (Nov. 13): The Cosmopolitan Age**

*Readings:*
- Hansen, pp. 184–199;

*Focus:* What was it like to be living in the Tang dynasty?
Week 12 (Nov. 20): In Search of the Way

Readings:
- Hansen, pp. 201–220;
- Han Yu, "The Original Way," in Mair, Steinhardt, and Goldin, pp. 359–362;

Focus: What was Han Yu's "Way"?

Museum assignment due on Friday

Week 13 (Nov. 27): Empire at the Crossroad

Readings:
- Hansen, pp. 221–234;

Focus: To what extent was China "Chinese"?
To facilitate communication, students are asked to submit their assignments electronically. Please follow the steps below:

2. Select "Get Started" and follow the instructions to create a user profile.
3. Log in.
4. Select "enroll in a class" and provide the following information:
   - class/section ID: 19043140
   - enrollment password: hist378
5. Select "18W-HIST 378" from the list.
6. Select "submit" (next to the appropriate assignment):
   - A. Choose "file upload" (preferred) or "cut & paste" (please delete your name and any identification information from the original document before uploading);
   - B. Provide the required information;
   - C. Upload your file or copy and paste your document (including endnotes and bibliography, if applicable);
   - D. Select "submit" and **wait for confirmation**.

(If you are using Turnitin for the first time and want to get a sense of how the service works, you may submit a draft version of your assignment under "trial submission.")

Further Information

- Students are encouraged to familiarize themselves with the Turnitin service as soon as possible.
- Students are responsible for the safekeeping of their own work and may be asked to submit hardcopies to the instructor.
- Students who are unable to access Turnitin may submit their assignments to the instructor as e-mail attachments (which will then be forwarded to Turnitin). Please contact the instructor in advance.