



FACULTY OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF LANGUAGES AND CULTURES
CHIN 112 INTRODUCTION TO CHINESE CIVILISATION
20 POINTS

TRIMESTER 1 2015

Important dates

Trimester dates: 2 March to 1 July 2015

Teaching dates: 2 March to 5 June 2015

Easter/Mid-trimester break: 3–19 April 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lecture

Wednesday 10.00am - 11.50am HM (Hugh Mackenzie) LT103

Tutorials

Thursday 1.10pm – 2.00pm AM (Alan MacDiarmid) 104
OR Thursday 2.10pm – 3.00pm AM (Alan MacDiarmid) 104

Please note that tutorial classes start in the **second** week of the trimester.

Students must choose tutorial class groups by signing up using the S-cubed system.

<https://signups.victoria.ac.nz>. You remain in your allotted group for the whole course, unless a change is authorised by the Course Coordinator.

Names and contact details

**Course Coordinator,
Lecturer and Tutor:**

Dr LUO Hui
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Office Hour: Wednesday 12noon to 1.00pm

Tutor:

William Meldrum
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School Office hours: 9.00am to 4.30pm Monday to Friday

Contact Person for Māori and Pasifika Students: Dr Carolina Miranda
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Contact Person for Students with Disabilities: Dr Margaret Sutherland
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School Website: www.victoria.ac.nz/slc

Communication of additional information

Information on any timetable changes will be announced in lectures and posted on Blackboard. You are advised to check Blackboard regularly.

Prescription

This is a survey course introducing some of the salient features of Chinese civilisation from prehistoric times to the present century. Topics include literature, thought and scholarship, religious beliefs, art, and the cultural and social achievements of the main dynasties.

Course content

The textbook and lectures will provide an overview of the main issues in the history and development of the Chinese civilisation, while the tutorial assignments and the essay will allow students to explore particular topics in more depth. Topics addressed in lectures and tutorials include various genres of literature, art and architecture, religion and scholarship, as well as aspects of material culture, all of which will be discussed within the framework of China's pre-imperial and imperial history.

Apart from the range of factual material this course seeks to impart, students will also be encouraged to explore changing Chinese conceptions of culture and civilisation and form their views through critical assessments of historical evidence and scholarship.

Course learning objectives (CLOs)

The aim of the course is to provide students with a basic knowledge of the history and development of Chinese civilisation. It will take students onto a journey to discover how Chinese perceived themselves and how they interacted with the world. It will also introduce students to the basic skills in assessing historical materials critically. Students will also be taught how to effectively present their opinions and ideas orally and in written form, especially through tutorial discussion.

Students who pass this course should be able to:

1. acquire a general understanding of the development of traditional Chinese civilisation;
2. bring the perceptions gained from these understandings to bear on a numbers of specific topics in the field of Chinese civilisation;
3. enhance their ability in critical thinking;
4. develop their skills in formulating arguments and enhanced their ability to effectively present ideas both orally and in written form.

Teaching format

The course consists of ONE two-hour lecture and ONE tutorial per week.

Students are expected to have read the required readings before coming to lectures and tutorials. Lectures and tutorials may begin with questions about the content of the reading and students will be randomly selected in answering these questions orally.

Other members of staff involved in the study of China may be invited to deliver a number of the lectures associated with this course.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. complete at least 3 of the four assessments
2. attend at least 80% of all classes offered.

Workload

Students are required to attend the 2-hour lecture and one tutorial each week. Course attendance should be at least 80% of all classes offered.

The University Assessment Handbook has laid down guidelines as to the number of hours per week which students are expected to devote to a course in order to maintain satisfactory progress. Students enrolling in a one-trimester 20-point, 200-hour course should work on average 14 hours per week including contact hours. Some students will find they need to do more than this, especially if they are aiming to achieve high grades.

Assessment

Assessment items and workload per item	%	CLO(s)	Due date
1 Mid-trimester essay, 1200 words	30%	1, 2, 3, 4	22 April
2 Class test 1, 50 minutes	20%	1, 2, 3, 4	20 May
3 Final essay, 1200 words	30%	1, 2, 3, 4	28 May
4 Class test 2, 50 minutes	20%	1	3 June

1. Essays: 1st essay topics will be posted on the Blackboard at the beginning of the trimester and 2nd essays topics in Week 6. In Week 3 we will discuss how to write academic essays in tutorials. Each essay may take 20 hours to complete in average.
2. Test 1: students are required to choose to answer 2 questions out of the 10 given beforehand in short essay form. The test questions will be posted on Blackboard in Week 8. Students may need an average of 15 hours to prepare for Test 1.
3. Test 2 consists of 20 questions which students are expected to answer with one or two sentences. Students may need an average of 20 hours to prepare for Test 2.

Submission and return of work

Essays: All essays should be submitted electronically through Blackboard and with a print-out copy to the Chinese Assignment slot located to the left of the SLC main office on the 6th floor of von Zedlitz. You should also attach a coversheet available from the 6th floor of the von Zedlitz building and on Blackboard. Essays should follow academic conventions of formatting and referencing (see detailed instructions below). They should be double spaced in font size 12 and with decent margins on all sides (about 4cm). They can be printed on both sides of the paper.

Essays may be checked through Turtintin system. Please make sure that you acknowledge all sources of ideas presented in your essay and reference them properly.

Essays will be marked and returned within three weeks from the date of submission.

Students will be able to collect marked work from the SLC Office on the 6th floor of von Zedlitz between the hours of 10 am and 2 pm each day. A Student ID card will need to be shown to collect work.

Extensions and penalties

Extensions

All written work must be handed by the deadline to avoid penalty. Extensions without penalties might be given depending upon circumstances, and must be negotiated with the Course Coordinator before the due date.

Penalties

The penalty for work presented late without prior approval is a 5% deduction per day (counting an individual piece of work as 100%).

Please keep to the word counts; essays that fall below or go over the limit by more than 10% can expect to lose marks in proportion to the severity of the shortfall or excess.

Students must make every effort to sit for the tests. Those who miss a test for medical or other humanitarian reasons with sufficient documentation can write an essay of 1000 words on a topic selected from the list of essay topics other than the topics the student has worked on for essay assignments previously.

Set texts

Valerie Hansen, *The Open Empire: A History of China to 1600*. (New York & London: W.W. Norton, 2000).

Set texts can be purchased from Vic Books, Ground Floor Easterfield Building, Kelburn Parade. They can also be ordered online at www.vicbooks.co.nz. Orders and enquiries can be emailed to enquiries@vicbooks.co.nz.

Additional handout materials on the Blackboard.

Recommended reading:

Patricia Buckley Ebrey, *The Cambridge Illustrated History of China*, (Cambridge: Cambridge University Press, 1996)

Jacques Gernet, *A History of Chinese Civilisation*, (Cambridge: Cambridge University Press, 1996)

Stephen Owen, *An Anthology of Chinese Literature*, (New York: W.W. Norton, 1996)

W M de Bary & Irene Bloom eds., *Sources of Chinese Tradition*, (New York: Columbia University Press, 1999)

Referencing for essays

To avoid charges of plagiarism, and conform to the general standards of academic writing, your essay must include footnotes to give the source of:

- all direct quotes
- all ideas that you have taken from another author (even if you have not used their words)
- all key facts and information (unless they are common knowledge).

Use of footnotes in the format of the following models is preferred (though students who use a different system of referencing will not be penalised, as long as it is an established system within an academic discipline):

References to a book:

Grant Hardy, *Worlds of Bronze and Bamboo*, (New York: Columbia University Press, 1999), p. 14.

References to a journal article:

Stevan Harrell, "The History of the Yi," *Modern China* 29, no.3 (2003): p. 562.

References to a chapter in a book written by more than one author:

Hong Lijian, "Sichuan: Disadvantage and Mismanagement in the Heavenly Kingdom," in David SG Goodman ed., *China's Provinces in Reform: Class, Community and Political Culture*, (London and New York: Routledge, 1997), p. 12.

You must also include a bibliography listing all the sources you have used at the end of your essay. Essays without references will not receive a pass mark.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Class reps will attend a meeting with the Head of School to discuss how the course is going and to raise any concerns or suggestions that they may have. You can find out more information on Class Representatives on the VUWSA website: www.vuwsa.org.nz

Student feedback

Response to feedback for this course will be discussed in class or delivered via Blackboard.

Student feedback on University courses may be found at

http://www.cad.vuw.ac.nz/feedback/feedback_display.php

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)

- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

Course programme

WEEK ONE

Lecture	Wednesday 4 March
Topic 1	Introduction to the Course; approaches to Chinese history
Topic 2	Earliest written records: Oracle bones, Shang bronzes, <i>The Book of Songs</i>
Reading:	Valerie Hansen, <i>The Open Empire</i> , pp. 17-53.

No tutorials this week.

WEEK TWO

Lecture	Wednesday 11 March
Topic 1	The Age of the Warrior and the Thinker
Reading:	Valerie Hansen, <i>The Open Empire</i> , pp. 55-95.
Topic 2	The World of Confucius
Reading:	Confucian <i>Analects</i> (excerpts), in Victor H. Mair ed., <i>The Columbia History of Chinese Literature</i> (New York: Columbia University Press, 1994), pp. 40-43. (On Blackboard)

Tutorial 1 in Week Two:

Tutorial questions: a. Origins of Chinese civilisation (in reference to Week One reading)
Where and how did Chinese civilisation begin?
Do you think it originated from one location or more?
What were the characteristics of early Chinese civilisation?

Tutorial questions: b. Confucius & Confucianism
Who was Confucius? What kind of a man was he?
What are the core values of Confucianism?
Can you name the major Confucian classics?
Is Confucianism a religion?
Can you name a few countries other than China in which Confucian influences remain strong?

WEEK THREE

Lecture	Wednesday 18 March
Topic 1	The First Emperor
Reading:	Valerie Hansen, <i>The Open Empire</i> , pp. 97-117
Reading:	Yiyang Wang: "Ruthless Tyrant or compassionate Hero?: Chinese Popular Nationalism and the Myth of State Origins" in Gary D. Rawnsley and Ming-Yeh T. Rawnsley, eds, <i>Global Chinese Cinema: the Culture and Politics of Hero</i> . (London: Routledge, 2010), 43-52. (on Blackboard)
Topic 2	The Legacies of the Han
Reading:	Valerie Hansen, <i>The Open Empire</i> , pp. 117-149.

Two films relevant to this week's topic:
The Emperor and the Assassin by Chen Kaige
Hero by Zhang Yimou

Tutorial 2 in Week Three:

Tutorial questions: a. The Creation of Empire
How did China come into existence?
In what sense was China united under the Qin?
How did the concept of China and "Chineseness" evolve?

How is the myth of China's origins portrayed or narrated?

b. How to Write Academic Essays in Chinese Studies?

We will also spend some time discussing the construction and development of your essay. You should give some thought to which topic you may write about. You are encouraged to ask questions about the topic you have in mind. You should start working on your essay from this week.

WEEK FOUR

Lecture Wednesday 25 March
Topic 1 Early formations of Chinese ethnicities
 (Guest lecture by Dr Catherine Churchman)
Reading: Michael Churchman, 'Before Chinese and Vietnamese in the Red River Plain: The Han-Tang Period', *Chinese Southern Diaspora Studies*, Volume 4, 2010: 25-37 (on Blackboard)
Topic 2 China's Religious Landscape
Reading: Valerie Hansen, *The Open Empire*, pp. 153-189.

Tutorial 3 in Week Four: Ethnicities and Religions in Early China

Tutorial Questions:

How were ethnic identities formed in early imperial China? How did different ethnic groups interact?

What are the major religious belief systems in China? In what ways are they evident in Chinese daily lives today?

What influenced the Chinese attitudes towards religion?

Are you aware of any Chinese religion practiced in New Zealand? Can you describe it?

WEEK FIVE

Lecture Wednesday 1 April
Topic 1 Cosmopolitan China
Reading: Valerie Hansen, *The Open Empire*, pp. 191-219.
Topic 2 Tang Poetry
Reading: Valerie Hansen, *The Open Empire*, pp. 221-258.

Tutorial 4 in Week Five: China's "Golden Age"

Tutorial questions:

Where was China from 7th to 10th century?

How do you see China's relations with its neighbours during this time period?

Where were the silk routes? What was their significance?

Can you describe Dunhuang?

What are the features of Tang poetry that have contributed to its long lasting popularity?

MID-TRIMESTER BREAK: 3 APRIL TO 19 APRIL

WEEK SIX

Lecture Wednesday 22 April
Topic 1 The Song Transformation: the literati and urban life
Topic 2 Women and Issues of Gender
Reading: Valerie Hansen, *The Open Empire*, pp. 261-297.

Tutorial 5 in Week Six: Elite and Popular Cultures of Song Dynasty

Tutorial Questions:

- What is the cultural significance of the Song Dynasty in the development of the Chinese civilisation?
- What constitutes elite Chinese culture? What was the social and cultural role of the literati?
- How was Song dynasty culture affected by the market and urbanisation?
- What was the situation of gender equity in historical China?
- What constitute Chinese femininities and masculinities?

Essay One due by 4:00pm Wednesday 22 April

WEEK SEVEN

- Lecture Wednesday 29 April
- Topic 2 Non-Chinese Rule in Northern China
- Reading: Valerie Hansen, *The Open Empire*, pp. 299-333.
- Topic 1 Yuan Dynasty: China in the Mongol Empire
- Reading: Valerie Hansen, *The Open Empire*, pp. 334-367.

Tutorial 6 in Week Seven: the Changing Chinese Empires

Tutorial questions:

- Why the plural for the Chinese empires?
- Who were the subjects of the empires?
- In what sense were they or were they not “Chinese”?
- Do you agree that “China” was an open empire? Why?
- How did Confucian values and literati culture adapt to non-Chinese rule?

WEEK EIGHT

- Lecture Wednesday 6 May
- Topic 1 New ambitions under the Ming
- Reading: Valerie Hansen, *The Open Empire*, pp. 369-407.
- Topic 2 The fading glories of empire
- Reading: Valerie Hansen, *The Open Empire*, pp. 409-414.

Tutorial 7 in Week Eight: The Empire in Decline

Tutorial questions:

- What was the significance of Zheng He’s sea voyages?
- What challenges the Ming dynasty face?
- How did Ming dynasty China compare with Europe in terms of social and economic development?
- What are some of the theories about the decline of the Chinese emperor during the Ming?

WEEK NINE

- Lecture Wednesday 13 May
- Topic 1 The Manchu Empire and Its Achievements
- Reading: Jacques Gernet, *A History of Chinese Civilisation*, pp. 463-494 (on Blackboard)
- Topic 2 Tibet and the Chinese Empires
- Reading: Robert E. Gamer, *Understanding Contemporary China*, pp. 183-196. (on Blackboard)

Tutorial 8 in Week Nine: the Qing Dynasty, Tibet and China

Tutorial questions:

What do you consider as the achievements and failures of the Qing administration?
What were the measures that strengthened the multicultural empire?
What is your understanding of the position of Tibet under different ruling regimes?
What do you think of the historical Sino-Tibetan relations?

WEEK TEN

Lecture Wednesday 20 May

1st hour **Test 1**

Topic 1 Personal narratives from late imperial China

Reading: Shen Fu, Six Chapters of a Floating Life, in Victor H. Mair ed., *The Columbia History of Chinese Literature*, (New York: Columbia University Press, 1994), pp. 709-746. (On Blackboard)

Tutorial 9 in Week Ten: Between tradition and modernity

Tutorial questions:

How would you describe Shen Fu's social position and his way of life?

What can we learn about the changes in literati culture, traditional values, and gender relations from Shen Fu's life?

In what sense is Shen Fu's writing "modern"?

WEEK ELEVEN

Lecture Wednesday 27 May

Topic 1 From the Empire to a Modern Nation

Reading: Patricia Buckley Ebrey, *The Cambridge Illustrated History of China*, pp. 262-291. (on Blackboard)

Viewing: *The Last Emperor* by Bernardo Bertolucci (film excerpts)

Topic 2 Review

Tutorial 10 in Week Eleven: The Promise of Modernity

Tutorial questions:

What do you think are the crucial changes of China from an empire to a modern nation?

What were the pivotal events that signalled the end of the dynastic period?

How did the last emperor Puyi embody the struggles of China's transition to modernity?

Final essay due 4:00 pm Thursday 28 May

WEEK TWELVE

Lecture 11-12:50 Wednesday 3 June

Course Evaluation and **Test 2**

No tutorials in Week Twelve