

## HST 106 History of China (CRN 16705)

**Portland Community College:** Winter 2012, T/Th; 11:00-1:50, Syl SCB 101

**Instructor:** Sylvia Gray      **Phone:** 977.722.4073      **Email:** [sgray@pcc.edu](mailto:sgray@pcc.edu)

**Office and Hours:** Syl SS 215, H77; Hours: W/Th 10:00-11:00; M-Th 1:00-1:30; Th 2:00-3:00

If these times are difficult for you, I will be happy to work out an alternative and mutually agreeable time.

**Course Description:** Surveys the history of China. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

### Course Outcomes:

- Articulate an understanding of the key events in the history of China and use critical thinking to evaluate historical changes and their impact on civilization.
- Recognize the diverse contributions of China to World Civilization in order to appreciate and evaluate society.
- Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in China.
- Communicate effectively using historical analysis.
- Connect the past with the present to enhance citizenship skills.

### Required Texts:

- Morton, W. Scott and Charlton M. Lewis. *China: Its History and Culture*, 4th Ed. NY: McGraw Hill, 2005. ISBN: 0-07-141279-4
- Sun Tzu. *The Art of War*. Trans. Thomas Cleary. Boston: Shambhala, 2005. [note: there are many translations of this and any of them will be fine. This is readily available in libraries.]
- [Page 3 of syllabus replaces a primary source book with web readings]
- Two Blue Books for exams
- **Library Resource Page:** <http://alacarte.pcc.edu/subject-guide/60-History-East-Asia>

### Evaluation:

25 points each    **Midterm and Final Exam**

10 points        **Response to Sun Tzu's *Art of War***

5 points         **Scholarly Article Response Paper**

10 points        **Choose from several activities: short essays, time lines, event or movie**

25 points        **Choose one of the following: Book Review or Service-Learning Project**

**Credit for work:** If you hand in assignments late, you will forfeit points. You may build up to 10 extra points by doing more work from the above list.

**Attendance:** Absence can affect your grade negatively. Lateness is not encouraged but is preferred to absence. It is your responsibility to withdraw from this course if you do not finish.

**Participation and Respect:** Appropriate participation can affect your grade positively. There may be film worksheets, in-class writes, and small group or general group discussions in class. These discussions will be exploratory, and you should feel free to express your opinions as long as you remain respectful of your classmates and the instructor. ( See PCC's Policies of Conduct at [http://www.pcc.edu/pcc/abt/rights/student\\_rights/codeofconduct.htm](http://www.pcc.edu/pcc/abt/rights/student_rights/codeofconduct.htm).)

**Plagiarism:** All written work in this course must be your own, and if you quote, use quotation marks and include an appropriate citation [http://www.pcc.edu/library/research/how\\_plagiarism.html](http://www.pcc.edu/library/research/how_plagiarism.html)  
For information on properly citing sources, [http://www.pcc.edu/library/research/how\\_cite.html](http://www.pcc.edu/library/research/how_cite.html)

**Students with Disabilities:** If you need special consideration, please contact the office for Students with Disabilities (503-977-4341) and talk to me early in the term. I will be happy to accommodate you.

**Email:** I often send emails to the class or to you individually. You are responsible to check your PCC email daily. If you have problems, call the Student Help Desk at 503-977-8200.

**Estimated Course Schedule: (see page 3 for weblinks for readings – these replace a primary source text)**

**Week I** (January 10 and 12)

**Subject:** Introduction; Early China

**Readings:** CHC 1-3; *Book of Songs*; *Book of History*

**Video:** *Legacy: The Mandate of Heaven*

**Week II** (January 17 and 19)

**Subject:** Zhou Dynasty, Confucianism, Daoism

**Readings:** CHC 4; *I Ching*, *Analects*, *Mencius*, *Dao De Jing*

Note: Starting reading *The Art of War*

**Week III** (January 24 and 26) (**Note: Essay on Art of War due January 26**)

**Subject:** Warring States Period; Qin and Han Dynasties

**Readings:** CHC 5; Sun Tsu *The Art of War*; *Ban Zhao*; *Sima Qian*

**Week IV** (January 31 and February 2)

**Subject:** Buddhism; Three Kingdoms, Sui and Tang

**Readings:** CHC 6; Poetry of Li Po and Du Fu;

**Video:** *The Silk Road: The Glories of Chang-An*

**Week V:** (February 7 and 9)

**Subject:** Song and Yuan Dynasties

**Readings:** CHC 7 and 8

**Video:** *The Last Great Khan of Khans*

**Week VI** (February 14 and 16) (**Midterm Exam on February 14**)

**Subject:** Ming dynasty

**Readings:** CHC 9

**Video:** **DVD:** *1421: The Year China Discovered America*

**Week VII** (February 21 and 23)

**Subject:** Qing Dynasty

**Readings:** CHC 10

**DVD:** *Blending with Nature*

**Week VIII** (February 28 and March 1) (**Scholarly Article Response Paper due March 1**)

**Subject:** Confronting the West

**Readings:** CHC 11, 12; *Letter of Admonition to Queen Victoria*;

**Week IX** (March 6 and 8)

**Subject:** The Republic, Communism, and World War II

**Readings:** CHC 13; *Madman's Diary*

**DVD:** *No Rest for the Weary: Cultural Revolution and its Origins*

**Week X** (March 13 and 15) (**Book Review, Service Learning, miscellaneous assignments due March 15**)

**Subject:** The East Since 1949

**Readings:** CHC 14-18; Chairman Mao: *On the People's Democratic Dictatorship*

**DVD:** *Human Rights in China: The Search for Common Ground*

**Final Exam:** March 20, 11:00-12:50

## Web Readings:

### Week 1:

- *The Book of Songs*: <http://etext.virginia.edu/chinese/shijing/AnoShih.html>
- *Book of History*: [http://www.sacred-texts.com/cfu/sbe03/index.htm#section\\_000](http://www.sacred-texts.com/cfu/sbe03/index.htm#section_000) [read *Canon of Yao* and *Canon of Shun*]; <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/shu-jing.html> .

### Week 2:

- *I Qing* <http://www.sacred-texts.com/ich/index.htm> (choose a few sections)
- *The Analects* – Section Three <http://classics.mit.edu/Confucius/analects.3.3.html>
- Mencius <http://www.sacred-texts.com/cfu/menc/> (read at least one chapter)
- *Dao De Jing* <http://www.chinapage.com/gnl.html>

### Week 3:

- Sima Qian <http://academic.brooklyn.cuny.edu/core9/phalsall/texts/ssuma2.html>;  
<http://academic.brooklyn.cuny.edu/core9/phalsall/texts/ssuma1.html>;
- Ban Zhao: <http://academic.brooklyn.cuny.edu/core9/phalsall/texts/banzhao.html>

### Week 4:

- Li Po <http://www.chinapage.com/libai/libai2e.html>
- Du Fu <http://www.chinese-poems.com/du.html>

### Week 5:

- Marco Polo's descriptions: <http://www.fordham.edu/halsall/source/polo-kinsay.html>

### Week 6:

- Ming Manifesto: <http://www.fordham.edu/halsall/eastasia/1372mingmanf.html>;
- Inquiry on the Great Learning: Wang Yang-ming <http://www.humanistictexts.org/wang.htm>

### Week 7:

- Dream of the Red Chamber (synopsis):

### Week 8:

- Letter of Admonition to Queen Victoria: <http://www.fordham.edu/halsall/mod/1839lin2.asp>
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### Week 9:

- Lu Xun *Madman's Diary*: <http://www.marxists.org/archive/lu-xun/1918/04/x01.htm>

### Week 10:

- Mao Zedong: On the People's Democratic Dictatorship  
[http://www.marxists.org/reference/archive/mao/selected-works/volume-4/mswv4\\_65.htm](http://www.marxists.org/reference/archive/mao/selected-works/volume-4/mswv4_65.htm)

### Explanations of Assignments:

#### \*Short Essay on Sun Tsu's *Art of War* (10 points, due January 26)

- Read the *Art of War*. The introduction can be helpful, but it is not required reading.
  - Write a 3-4 page (typed, double-spaced) thoughtful paper that explores one or more principles you (hopefully) find interesting in the *Art of War*.
  - Consider whether these principles are still applicable today, and if so, under what circumstances.
  - Be sure to include supporting quotations with the appropriate citations.
  - Include your own personal response to the reading.
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#### \*Scholarly Article Response Paper (5 points, due March 1)

- Search data bases through PCC's library for a scholarly article on a topic of interest that is related to this course. One of the best databases for our purposes is JSTOR.
  - Read the article.
  - In your 1-2 page response paper (typed, indented, double-spaced), include:
    - Publication information. Proper citation format can be found here: [http://www.pcc.edu/library/research/how\\_cite.html](http://www.pcc.edu/library/research/how_cite.html)
    - Subject of article, thesis, evidence set forth, and a brief summary. Also include how the article connects to this course and your personal response to the article.
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#### \*Various Choices with which to build 10 points of credit:

- **Short Essays based on Primary Source Readings (1 point each, due by one week after assigned date. 1.5 for really outstanding work)** Write a thoughtful personal response to the web readings. Do as many as you want. Guideline: about one page typewritten, double-spaced.
  - **Time Lines (5 points, due by March 15)** Make a timeline that is visually helpful to you and that covers the span of this course on either China or Japan (or both). Include items that represent the periods and topics that we cover in this class. (Do not just type in a boring list of dates and items – make it *visually* understandable.)
  - **Attend Approved Event (5 points, due by March 15):** Response papers must include details of the event, brief summary, a connection to this course, and your reaction. Attach a ticket or program. Stay tuned for opportunities, or if you hear of something, bring it to my attention, please.
  - **Watch a Related Movie (only one) (5 points, due by March 15):** Response papers must include details of the movie, brief summary, comments on its historical accuracy, connection to the course, and your reaction.
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#### \*Major Project Options:

##### Option A: Book Review (25 points, due March 15)

- Choose a book from the reading list [http://alacarte.pcc.edu/uploads/uploads/original/China\\_list\\_Sp11.pdf?1300476624](http://alacarte.pcc.edu/uploads/uploads/original/China_list_Sp11.pdf?1300476624) (or ask for approval of something else) and read it. If it is really long, read at least 250 pages of it.
- Write a 2-3 page review using good grammar, punctuation, and organization, and include the following:
  - Title, author, and publication information. Proper citation format can be found here: [http://www.pcc.edu/library/research/how\\_cite.html](http://www.pcc.edu/library/research/how_cite.html)

- Subject and style of the book
- Major theme or thesis
- Summary of the book
- Summary of the evidence the author offers to support the thesis
- Short quotations to illustrate your points
- How the book connects with this course
- Your assessment of and personal reaction to the book
- Your personal reaction to the book

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**Option B: Service Learning Project (25 points, due March 15)**

(In some cases, these assignments can later be converted into “Co-op Education” agreements where one works for the organization and receives college credit from PCC)

**Projected Outcomes:**

- Interacting personally with individuals or organizations representing Asia
- Possibly gaining experience in practical aspects of preserving or communicating history
- Gaining an appreciation and knowledge of diverse cultures, societies, and lifestyles
- Contributing to the health of these communities and the specific organizations
- Reflecting on the experience and communicating it with others

**Getting Started:**

- Go to PCC’s Service-Learning page [www.pcc.edu/service-learning](http://www.pcc.edu/service-learning) and click on “student”.
- There will be a number of possible partner sites listed. Two perennial favorites have been the Oregon Nikkei Legacy Center and the PCC Student Success Center. If you have another organization you’d like to work with, I am open to considering that, but you need to obtain my approval. Finding a school where you can work with some Asian populations is fine as well. *You are ultimately responsible to find your own placement. You must do this early in the term.*
- When you contact the site, explain your goals based on the projected outcomes listed above, and explain any skills or schedule considerations you may have.
- Have an appointed supervisor sign the placement agreement at the beginning of your project, and return it to me as soon as possible. Make sure the supervisor understands the projected outcomes and has read the back of the agreement, especially the section delineating the obligations of the community site. Also make sure the supervisor has clearly explained your duties.

**Completing the Project:**

- Complete at least ten hours of volunteer work. *You should plan to act professionally and carry through with the commitment to your organization of choice, as your behavior reflects back not only on you, but also on PCC and the instructor.*
- When you finish your service, have the supervisor fill out the evaluation form
- Write a 3-4 page essay which includes:
  - Description of the organization, its mission, and its core values (this may include its history, what services it provides, how it is funded, and how the organization plays a role in the larger community).
  - Description of your activities and role as a volunteer. Was your service valuable to the organization?
  - Discussion of how your activities related to Asia, and specifically how they may have intersected with this course.
  - Discussion of your own thoughts and feelings about the experience. What did you learn? Did you gain any insights? Did it change your outlook in anyway?
- Share your experience with the class in a brief presentation.

## **Study Guide for Midterm: HST 106 History of China**

(Use this study guide to help you sort out what is important in your reading)

### **Early Chinese Civilization**

Hsia (Xia) Dynasty, Shang Dynasty, An Yang, scapulomancy, Chinese script, bronzes; early religion: ancestor worship, Shang Ti; traditional Chinese history

Themes: What are the marks of early Chinese civilization? How do developments in this period affect later Chinese history?

### **Zhou Dynasty and the Warring States**

Western and Eastern Chou (Zhou), Luoyang, Mandate of Heaven, political system, Duke of Chou (Zhou), *Art of War* (Sun-tzu)

Themes: What are the marks of the Chou dynasty? Why was it considered a golden age? What led to the period of Warring States?

### **Chinese Thought**

Confucius: Five Confucian Classics: *Book of Songs*, *Classic of Change*, *Classic of History*, *Spring and Autumn Annals*, *Rituals*; *Analects and Classic of Filial Piety*; basic content; five relationships, Mencius, Hsun-tzu (Xun Zi); Taoism (Daoism): Lao-tzu (Laozi), *Tao te Ching (Daodejing)*, basic ideas; [popular Daoism; *yin* and *yang*; Mo-tsu (Mo Zi) and Mohism Han Fei-tzu (Han Fei Zi) and Legalism

Themes: What was it about Confucianism that appealed to the Chinese? Taoism? Why did some schools of thought become more effective and popular than others?

### **Qin and Han Dynasties**

Qin: Lord Shang, Ch'in Shi Huang Ti (Qin Shi Huang Di), Great Wall, tomb, administration, standardization, contributions

Han: Ch'angan (Sian, Xian), Luoyang;; Han Kao Tsu (Han Gauzu), Han Wu Ti (Han Wu Di); military; administration and government policies, Confucian preference, Silk Road, Hsiung Nu (Xiongnu) Pan Chao (BanZhao); reasons for decline

Themes: Why did the Ch'in (Qin) dynasty last such a short time? How did it prepare the way for the Han dynasty? What are the distinguishing characteristics of the Han dynasty? Why did it last so long?

### **Period of Disunity and Buddhism**

Difficulties of the period; Northern Wei, administration and challenges; the South

Buddhism in China: Four Noble Truths, appeal of Buddhism; difficulties of making it Chinese; Hsuan Tsang

(Xuanzang). Be able to mention *at least* two Buddhist sects that evolved.

Themes: Why couldn't the Wei take over China? Why would Buddhism, an alien religion, appeal to the Chinese? Who resisted Buddhism and why?

### **Sui and Tang Dynasties**

Sui: Ch'angan, Yang Di and policies; Grand Canal, bureaucracy, general marks

Tang: Changan, T'ai Tsung (Tai Zong), Empress Wu, Hsuan Tsung (Xuanzong); policies of each, Six Ministries, military exploits, general culture, Rebellions of An Lushan and Huang Chao; Li Po (Li Bo) and Tu Fu (Du Fu)

Themes: How does the Sui and Tang together form a parallel with the Qin and Han Dynasties?

### **Song and Yuan Dynasties**

Song: Northern and Southern; distinguishing marks; Kaifeng and Hangchow (Hangzhou); new elite; Civil Service, Exam System, Neo-Confucianism: Chu Hsi (Zhu Xi) and *Reflection of Things at Hand*; *Li* and *Chi (Qi)*; Wang Anshi, Hui Tsung (Hui Zong); economy

Yuan: Chinghis (Genghis) Khan; Mongol warriors, Kublai Khan, Beijing; how they conquered; how they ruled; Marco Polo, *Romance of the Western Chamber*; general policies; impact

## HST 106 Midterm Exam

### Section II Essay (90%)

Please respond thoroughly in essay form, backing up your assertions with specific examples from the readings, lectures, or films. This is an opportunity to show how much you have learned this term. You may argue for or against or modify the statement, as long as you address all issues implied in the original statement. **[I will choose between Options A and B on the exam: be prepared for both!]**

**A: Choose between the following and be prepared to write on *one*. Please note that there is some overlap:**

- **Show how Chinese history, from the earliest times, can be explained by the “mandate of heaven” theory which justified change of dynasty.** [Please use this as an opportunity to show what you have learned about each dynasty and then tie it together with the “mandate” theme. You are responsible for as far as we have reached in class]
- **Show how Chinese history, from the earliest times, was influenced by the interaction between “barbarian” steppe peoples and the “civilized” Chinese people.** [please use this as an opportunity to show what you have learned about each dynasty and then tie it together with the “barbarian” theme. You are responsible for as far as we have reached in class.]

**B: While Confucianism has had the greatest influence on Chinese thought and civilization, both Daoism and Buddhism met spiritual needs for people in a way that Confucianism never could.** [Please discuss each of the systems of thought and relate it to the practical outworking of each in various dynasties, from the earliest times to as far as we have reached in class. The best answers will reach beyond the three biggies to other schools of thought.]

**Your grade will be calculated on the following basis:**

**A** Thorough essay reflecting what we have covered in class:

- Addresses the statement fully
- Backs up assertions with many specific examples drawn from the study guide
- Includes proper chronology and general dates
- Mentions appropriate primary sources
- Manages to include tangential items
- Shows evidence of thoughtful or creative analysis
- Addresses objections that might be raised

**B** Approaches A standards but lacks in some of the following aspects:

- Number of specifics from study guide
- Chronology and general dates
- Tangential items
- Complete, thoughtful, or creative analysis
- Addressing of objections

**C** Shows evidence of familiarity with the topic but lacks:

- Many specifics
- Good analysis
- Addressing objections

**D** Glimmers of evidence that some minimal information has made it through.

### **Study Guide for Final: HST 106 History of China**

This exam will include the map test as well (for 10 possible percentage points of the exam).

I will provide essay topics to write on which will deal with larger themes we have covered. Be sure to “drop names,” i.e. in your essay mention specifics which will support your general statements. Be able to compare and contrast. As before, you will not be held responsible for everything mentioned in that text; rather, this study guide will help you center on the things of greatest importance. All of the primary source readings are fair game, whether or not I listed them here. You may add items of your own which interest you.

#### **Ming Dynasty (1368-1644)**

Nanking (Nanjing) and Pekeing (Beijing).; Hong Wu; Cheng Ho (Zheng He) and maritime expeditions, Hsuan Tsang, Xuanzong, Wang Yang-ming and *Inquiry of Great Learning*; li-jia system; Great Wall; forbidden city; porcelain

Themes: Know the general characteristics of the dynasty

#### **Early Ch'ing (Qing) Dynasty (1644-[1800])**

Manchu; Nurhaci (Nurhachi); Banner System; K'ang Hsi (Kangxi); Ch'ien Lung (Qianlong), Canton (Guangzhou) System; Heshen and White Lotus Rebellion; Literature: *Dream of the Red Chamber*; *Scholars, Sorrows of Misfortune*;

Themes: Know general characteristics; relationship between Manchus and Chinese

#### **Later Ch'ing (Qing) ([1800]-1911), Foreign Influences**

British trade; Opium war; Lin Tse-hsu (Lin Zexu); Treaty of 1844; Taiping Rebellion; Hung Hsiu-ch'uan (Hong Xiuguan); Ch'ing (Qing) Restoration; Empress Dowager (Ci Xi); self-strengthening;

Themes: Observe Chinese reactions to the West and Japan

#### **20th Century**

Sino-Japanese War; Boxer Rebellion; Revolution of 1911; Sun Yat-sen and the Three Principles of the People; May Fourth Movement; ; *New Youth*; Lu Hsun (Lu Xun) and *A Madman's Diary*; Kuomintang (Guomindang), Chiang Kai-shek; Japanese Imperialism; 21 Demands; Mao Tse-tung (Zedong) and the Chinese Communist Party (CCP); The Long March; Manchukuo; World War II; Great Leap Forward; Little Red Book; Cultural Revolution; Deng Xiaoping; Today's China

Themes: How did China attempt to define itself in the context of the 20<sup>th</sup> century? What worked and what didn't work?

**Section I Map Quiz (10%)**  
(See hand out)

**Section II Essay (90%)**

Please respond thoroughly in essay form, backing up your assertions with specific examples from the readings, lectures, or films. This is an opportunity to show how much you have learned this term. You may argue for or against or modify the statement, as long as you address all issues implied in the original statement.

**China had a well-defined national “self-image” before contact with the west. Discuss how China maintained its traditional concepts and/or adjusted them when forced to deal with the powerful foreign influences.** (This question covers the time period from the Ming dynasty to the present. You may refer to earlier periods if you wish.)

**Your grade will be calculated on the following basis:**

- A** Thorough essay reflecting what we have covered in class:
- Address the statement fully
  - Backs up assertions with many specific examples drawn from the study guide
  - Includes proper chronology and general dates
  - Mentions appropriate primary sources
  - Manages to include tangential items
  - Shows evidence of thoughtful or creative analysis
  - Addresses objections that might be raised
- B** Approaches A standards but lacks in some of the following aspects:
- Number of specifics from study guide
  - Chronology and general dates
  - Tangential items
  - Complete, thoughtful, or creative analysis
  - Addressing of objections
- C** Shows evidence of familiarity with the topic but lacks:
- Many specifics
  - Good analysis
  - Addressing objections
- D** Glimmers of evidence that some minimal information has made it through