

## HIST - 3388 - China: Early Civilization to 1600

### 3e. UH Core - Revising Existing Course to add to Core or Revise Existing Core Course and remain in Core (UGRD only)

#### 1. Course Ownership/Implementation/Justification

Department\* **History**

Required Approval Steps\*

- Undergraduate Studies Department Committee Review
- Undergraduate Studies Department Chair/Program Director
- Undergraduate Studies College Curriculum Committee

Will the course be cross-listed with another area?\*

- Yes
- No

If yes, has an agreement with department(s) been reached?

- Yes
- No

Department(s) and Course(s) that will be cross-listed with this course

Catalog year of implementation\*

- 2016 - 2017
- 2017 - 2018

Term(s) Course will be TYPICALLY Offered:\*

- Fall (including all sessions within term)
- Spring (including Winter Mini all sessions within term)
- Summer (including Summer Mini and all sessions within term)
- Contact Your Academic Advisor

Justification(s) for Adding/Revising Course for Core\*

**1k. Other (use field below)**

State the rationale

**for creating this new Core course or revising the existing Core course:\***

This is a course on the human condition that looks at the different ways that people have experienced the world. The study of China before 1600 will expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. The class will explore history from multiple perspectives, analyze historical evidence, craft historical arguments, and learn to write clearly and concisely. These skills will help the student to understand a complex world with a multitude of human experiences.

**Justification - if "other" selected above:**

Course meets requirements for category IV. LANGUAGE, PHILOSOPHY & CULTURE.

## 2. Course Catalog Information

**Instructional Area/ Course Prefix\*** HIST

**Course Number\*** 3388

**Long Course Title\*** China: Early Civilization to 1600

**Short Course Title (30 character limit)\*** China: Early Civ to 1600

**Instruction Type\*** Lecture ONLY

**Lecture\*** 3

**Lab\*** 0

**Course Credit Level\*** Junior

**Grade Option\*** Letter (A, B, C.....)

Can this course be repeated for credit?\*  Yes  No

If Yes, how often and/or under what conditions may the course be repeated?

Maximum number of credit hours required of this course in degree plan\* 3.0

Number of course completions (attempts) allowed\* 3

Are multiple enrollments allowed for course within a session or term?\*  Yes  No

CIP Code\* 54.0106.0001

Requisite Checks in PeopleSoft (functionality within PeopleSoft)\*  Need to adjust requisite checks already in place - Begin enforcement Fall  Need to adjust requisite checks already in place - Begin enforcement Spring  Need to create requisite checks for course - Begin enforcement Fall  Need to create requisite checks for course - Begin enforcement Spring  No adjustment required - requisites not being changed  No requisite check desired for course at this time

Prerequisite(s)\* junior standing or consent of instructor.

Corequisite(s)

**Course Description\*** China from the origins of its civilization through its growth during the imperial age. Emphasizes the formation of political systems and social institutions, religious, moral, social beliefs and economic development.

**Course Notes**

### 3. Authorized Degree Program(s)/Impact Study

**Is this a required course for any program (degree, certificate, or minor)?\***  Yes - enter additional information in field below  
 No

**If yes, for which program(s)?**

**Does this change cause a change in any program?\***  Yes - attach copy of program plan  
 No

**If yes, to which program(s)?**

**Does this change force changes in prerequisites for other courses?\***  Yes - enter additional information in field below  
 No

**If yes, which course(s) and is a proposal being submitted to reflect the change?**

**Impact Report\***

## Regions

#### 4. Core Curriculum Information

**Learning Outcomes\***

1. Students will study Chinese history from the Neolithic society to the formative age of Chinese civilization. They will continue to look into the development of the civilization, evaluating the economic, cultural and social changes of imperial China.
2. Students will explore themes that cover the aspects of the religious, moral and social beliefs of early China, and the assessment of the significance of the institutions of state and family that have left such a striking imprint on the whole of Chinese history.
3. Students will write interpretive papers based on course readings.

**Foundational Component Area for which the course is being proposed (select one)\***
**Language, Philosophy, & Culture**
**Component Area Option (optional)**
**None Selected**
**UH Core: Single or Double Category Listing**

- List course in BOTH the Foundational Component Area and the Component Area Option categories
- List course in ONLY the Component Area Option category

**Core Objectives addressed by the course\***
**Communication Skills**
**Critical Thinking**
**Personal Responsibility**
**Social Responsibility**
**Critical Thinking, if applicable**

Students will demonstrate critical thinking skills through a paper (5-7 pages) to be written based on their analytical and interpretative reading of Valerie Hansen, *The Open Empire: A History of China to 1800* or Frederic Mote, *Intellectual Foundations of China*. It will be argumentative rather than descriptive, and engage the ideas presented in one or more of the readings.

**Communication Skills, if applicable**

The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.

**Empirical & Quantitative Skills, if applicable**

**Teamwork, if applicable**

**Social**

**Responsibility, if applicable**

The same assignment will demonstrate social responsibility by requiring students to engage various perspectives on Chinese history in their analysis.

**Personal Responsibility, if applicable**

The same assignment will demonstrate personal responsibility by requiring students to engage various perspectives on Chinese history in their analysis.

**Will the syllabus vary across multiple section of the course?\***

- Yes  
 No

**If yes, list the assignments that will be constant across sections**

## 5. Supporting Documentation

**Type of Attachments\***

- Course Syllabus  
 Degree Plan  
 Memo  
 Other Document(s)



**"Other"  
documents:**

**6. Additional Information Regarding This Proposal**

**Contact person  
for questions  
about proposal:\*** Ramos, Raul - raramos@uh.edu

**Comments:** See Master History Memo

**Administrative Use Only**

**(Administrative  
Use Only)  
Proposal ID#**

**Original Course  
Prefix**

**Original Course  
Code**

**Original Course  
Title**

**Original Course  
OID**



Instructor: **Dr. Xiaoping Cong**  
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 Tel.: (713) 743-3096  
 Office Hours: Tu. &Th. 2:30-3:30pm or by appointment

Classroom: AH208  
 Class meetings: **Tu & Th 4:00-5:30pm**  
 Email: [xcong@uh.edu](mailto:xcong@uh.edu)

### **China from Early Civilization to 1600 CE**

#### Course Description and requirements:

This course is a survey on the general history of China from the early civilization to 1600 CE. The course covers three major periods of China's ancient history: the formative stage of Chinese civilization (up to 206 BCE), the early imperial age (206BCE-1000CE), and the late imperial period up to 1600 CE. We begin with a brief introduction of the Neolithic society and then enter the formative age of Chinese civilization. We will continue to look into the development of the civilization, evaluating the economic, cultural and social changes of imperial China. The themes of the course will cover the aspects of the religious, moral and social beliefs of early China; the assessment of the significance of the institutions of state and family, which have left such a striking imprint on the whole of Chinese history. The course will be a combination of lectures, readings, pictures, and films. Students will be responsible for each week's reading and attendance of both lecture and discussion sections. Students are also required to write one paper (5-7 pages in length), one reading report (3-5 pages) based on the reading materials of the course, and take two exams.

#### Learning Outcomes:

1. Students will understand Chinese history from the Neolithic society to the formative age of Chinese civilization. They will continue to look into the development of the civilization, evaluating the economic, cultural and social changes of imperial China.
2. Students will explore themes that cover the aspects of the religious, moral and social beliefs of early China; the assessment of the significance of the institutions of state and family, which have left such a striking imprint on the whole of Chinese history.
3. Students will write interpretive papers based on course readings.

#### Required Textbooks:

1. Valerie Hansen, *The Open Empire: A History of China to 1800*, NY: W.W. Norton & Company, 2015.  
 (note: The 2012 or older version of this textbook is *The Open Empire: A History of China to 1600*. They can all be used for this course.)
- \*2. Frederic Mote, *Intellectual Foundations of China*, McGraw-Hill Humanities/Social Sciences/Languages.
3. Burton Watson (trans.), *Basic Writing of Mo Tzu, Hsun Tzu, Han Fei Tzu*, Columbia University Press.
4. Arthur Wright, *Buddhism in Chinese History*, Stanford University Press.

5. Jacques Gernet, *Daily Life in China on the Eve of the Mongol Invasion, 1250-1276*, UC Press and Stanford University Press

\*6. Course Reader. (Readings marked with “\*” are available on Blackboard Vista)

Grading:

1. Participation (Quizzes/attendance/presentation)	15%
2. Reading report	15%
3. Midterm	20%
4. Term Paper	30%
5. Final	20%

Class Schedule: (Subject to change)

**WEEK 1.**

8/25 Lecture 1. Introduction to the course

8/27 Lecture 2. Introduction: Pre-History to the Rise of the Shang

Reading: Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 3-24

**WEEK 2.**

9/1 Lecture: The Periods of the Shang and the Zhou

9/3 Discussion

Readings:

1. Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 24-55

\*2. Mote, *Intellectual Foundations of China*, pp. 1-25

\*3. “The Book of Documents”

\*4. “The Book of Odes”

**WEEK 3.**

9/8 Lecture: Great Thinkers at A Great Age: Spring and Autumn Period

9/10 **Debate: “The best way of government” (Confucius, Mo Zi, and Lao Zi)**

Readings:

1. Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 57-89

\*2. Confucius, “The Analects”

\*3. Mote, *Intellectual Foundations of China*, pp. 26-46

\*4. Lao Zi (Lao Tzu), “Dao De Jing (Tao Te Ching)”

5. Mo Zi (Mo Tzu), “Basic Writing of Mo Tzu,” pp. 18-49, 78-93, 124-136

**WEEK 4.**

9/15 Lecture: Human Nature, Legalism and the First Unified Empire

9/17 Film: “The First Emperor—The Man Who Made China”

**WEEK 5.**

Readings:

1. Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 91-105

\*2. Mencius, “Mencius”

\*3. Mote, *Intellectual Foundations of China*, pp. 46-58

4. Xun Zi (Hsun Tzu), “Basic Writing of Hsun Tzu,” pp. 33-55, 79-111, 157-171

5. Han Fei Zi (Han Fei Tzu), “Basic Writing of Han Fei Tzu,” pp. 16-42, 96-129

9/22 Discussion

9/24 Lecture: The Han Empire: the Imperial Order and World View

**WEEK 6. (Reading Report Due on 9/29)**

Readings:

- 1. Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 106-137
- \*2. Sima Qian, "Records of the Grand Historian of China, Han Dynasty II" pp. 359-392, 395-412, 476-499.
- \*3. Huan Kuan, "Debates on Salt and Iron" (selections)
- \*4. Ban Zhao (Pan Chao), "Lessons For Women"
- 9/29 Discussion
- 10/1 Lecture: The Post-Han Period of Disunion and Religious Life of the Time

**WEEK 7.**Readings:

- 1. Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 141-166
- \*2. "The Lotus Sutra" (Burton Watson, trans.), *The Lotus Sutra*, pp. 1-22, 33-63, 298-306
- 3. Arthur Wright, *Buddhism in Chinese History*, pp. 3-41
- 10/6 Discussion
- 10/8 Lecture: Chinese Transformation of Buddhism and the Reunification of the Sui Dynasty

**WEEK 8.**Readings:

- 1. Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 167-178
- 2. Arthur Wright, *Buddhism in Chinese History*, pp. 42-85
- \*3. "The Scripture in Forty-two Sections" (Robert Sharf, comnt. and trans.), in *Religions of China in Practice*, pp. 360-371
- \*4. "The Yu-lan Bowl Sutra" in *Traditional Chinese Stories*, pp. 443-455
- Recommended reading:
- \*5. "Expedient Means" (Burton Watson, trans.) in *The Vimalakirti Sutra*, pp. 32-74
- 10/13 Discussion
- 10/15 **Midterm**

**WEEK 9.**

- 10/20 Lecture: Tang Dynasty and the An Lushan Rebellion
- 10/22 Discussion

Readings:

- 1. Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 178-234
- 2. Arthur Wright, *Buddhism in Chinese History*, pp. 86-107
- \*3. Etienne Balazs, "Landownership in China from the fourth to the fourteenth century" (H. M. Wright trans.) in *Chinese Civilization and Bureaucracy*, Yale University Press (1964), pp. 113-125
- \*4. Edward Schafer, "The Glory of Tang" in *The Golden Peaches of Samarkand: A Study of T'ang's Exotics*, UC Press (1963) pp. 7-39

**WEEK 10.**

- 10/27 Lecture: The Song Dynasty: Social Transformation and Economic Wealth
- 10/29 Discussion

Readings:

- 1. Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 237-265
- 2. Gernet, *Daily Life in China on the Eve of the Mongol Invasion*, pp. 13-143

**WEEK 11.**

- 11/3 Lecture: The Song Intellectual Life and the Mongol Rule

11/5 Discussion

Reading:

1. Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 265-273
2. Gernet, *Daily Life in China on the Eve of the Mongol Invasion*, pp. 144-249

**WEEK 12.**

11/10 Lecture: Ming Dynasty: Social and Political Aspects and Its Maritime Activities

11/12 Film: "The Great Voyages of Zheng He"

**WEEK 13.**

Readings:

1. Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 275-343, 345-360

11/17 Discussion

11/19 Lecture: The Ming Intellectual Life and the End of the Ming

**WEEK 14.**

11/24 Discussion & Review

Readings:

1. Valerie Hansen, *The Open Empire: A History of China to 1600*, pp. 360-382

11/26 (Thanksgiving holiday, no class)

**WEEK 15. (Paper Due on 12/1 at the beginning of class!! 4pm. Send the paper to my email address)**

12/1 Film: "The Forbidden City"

12/3 **Final Examination: 4-5:30, December 3, 2015 in AH208**

Paper and Reading reports

A paper (5-7 pages) should be written based on your **analytical** and **interpretative** reading of the texts. It should be **argumentative** rather than descriptive, and engage the ideas presented in one or more of the readings. The main sources of your paper should come from the class reading materials. The suggested paper topics are on Blackboard Vista. You must submit the electronic copy (via email: [xcong@uh.edu](mailto:xcong@uh.edu)) by the due day, or turn in the hard copy in the class. Those who turn in their hard copies also need to submit the electronic version. **When you send it by email, you need to receive my confirmation reply to complete the submitting process.** If you do not receive my email confirmation within 24 hours, you need to contact me immediately. You will receive your graded paper on the final examination day.

One reading report (3-5 pages) will be in a Q-A form. The report questions are posted on Blackboard Vista two weeks before the due day. Most of questions are derived from the study questions. The students are required to participate in the discussion and should include what they learned from the discussion in their reports. Any late report will be penalized as a late paper (see lateness policy).

Format of report:

- Double space, typed, one-inch margin on all sides, 12-point letter, Times New Roman for your font, half-inch paragraph indentation. Please check your grammar and spelling!
- Put your name and your section number on the top of the first page only! Please do not use cover page. **Please staple your report** in the upper left-hand corner. Do not use paper clips, folders, etc.
- When using citations or direct paraphrasing from the appointed book, cite them with a parenthetical note (e.g. Si-ma, p. 71). If you cite or paraphrase from other sources which are included in our syllabus, please use author's name, the title of book or article, and page number (e.g. Huan Kuan, "Debates on Salt and Iron," p. 25).

Lateness Policy

All papers and reports should be submitted on the due day. A late paper will be penalized one-half of a grade down (e.g. from A to A-) if it submitted within three days after the due day. Any paper submitted after it will be penalized a half grade down each day. No paper will be accepted after one week of the due day. Under special circumstances (such as serious illness, injury, hospitalization or a death in the immediate family member), student must provide valid proof (doctor's notes, police report, service announcement, etc.) in order to request an extension.

Quizzes and Absence

There will be quizzes each week and the quizzes will be given at the beginning of the class. There is NO make-up quiz.

It is **your responsibility** to maintain your attendance record. If you are late for attendance check or quiz at the beginning of class, you should make sure your attendance is recorded after the class.

**Each absence will affect your participation grade and your final grade!!!** If you are absent due to special circumstances, you must provide valid proof to avoid the grade penalty.

Class Participation:

Students should bring textbooks or/and reading materials of the week to their class discussion. It is important to talk (!) in class and exchange opinions with your fellow students. I encourage everyone to pose questions related to the lectures and readings. No activity in classroom discussion will receive a low participation grade regardless of the student's attendance record. On the other hand, the active performance in class discussion will receive award for his/her participation at the end of semester.

Policy on cell-phone

Please turn off your cellular phones and any other equipment that might disturb lecture or class discussion. If someone's cell phone disturbs the class, she/he may be asked to leave the classroom. His/her leave will be counted as one absence. The use of computer or iPad in class relating to the course is allowed.

Reference: University of Houston Grading Scale

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D	60-69
B-	80-83	F	59-