Course Number: CHST 100

Course Name: Introduction to Chinese Studies
Department of faculty member(s): Asian Studies/ International and Intercultural Studies

Course Description: Introduction to Chinese civilization through aspects of history, thought, culture, religion, literature, and art, from the beginnings (the first half of the first millennium BCE) to the end of Imperial China in 1911.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

   The course examines Chinese civilization in its socio-political, historical, religious, and intellectual context. It discusses the aesthetic views about language, history, and culture, as well as the role and ethical responsibilities of intellectuals in Chinese society.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

   The course analyzes a wide range of cultural, socio-political, and ethical expressions in the Chinese context. Students write analysis papers and/or answer essay questions on exams in which they analyze how ideas are represented, interpreted, or valued in the works by Chinese authors, poets, philosophers, and artists.
3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

Students in this course examine primary source materials such as works of Chinese philosophy, literature, and art, many of them archaeological finds from recent years. We will read in particular excerpts from Confucian and Daoist classics, as well as examine Tang poetry and painting.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Students demonstrate their ability to analyze and interpret works of Chinese civilization in weekly reports, exam essays (two), a comprehensive midterm essay (approximately 3-5 pages), and a final research report (6-10 pages).

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

Signature Assignment (This assignment assesses both outcomes):

CHST 100 Introduction to Chinese Studies

Research Project: Choose a topic of interest regarding one or two aspects of Chinese civilization (art, religion, culture, food, etc.), research it using primary sources (art objects, architecture, literary texts, historical records, scholarly publications, etc.), and synthesize a 5-8 page report discussing your research. You will need to identify your sources. Keep a log of your findings: collect the articles and materials your read, put a date stamp on them, bind them and submit with your final report. If you are using a text, give a resumé of the text. Put the text in its historical context. Explain the perspective of the person who is writing or speaking and why this person has this perspective. What ideas are represented, interpreted, or valued in this text? If using and artifact, state the type of artifact, its place in history, the genre, period, and creator of the artifact. Describe the aspects of the artifact that identify it as part of its period and genre. Describe the ideas and/or values that the artifact depicts. Describe the importance of this artifact and its genre or period to the culture we are studying.

Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture. (List Outcome 1 on Syllabus)
**Evidence:** Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Outcome 2**: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence**: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard**: 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong>: identify and/or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/description is insufficient, ambiguous, lacks detail</td>
<td>Identification/description is accurate, adequately detailed despite omissions</td>
<td>Identification/description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td><strong>Context</strong>: situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation</strong>:</td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student's insight takes into account the complexities of the primary source.</td>
</tr>
</tbody>
</table>
Introduction to Chinese Studies

Instructor: Piotr Gibas
Office: JC Long Bld., 3 Liberty St., Room 327
E-mail: gibaspp@cofc.edu
Phone: 953-3642
Office Hours: MWF 11:00-12:00, MW 3:30-4:30, or by appointment

Course Description: Introduction to Chinese civilization through aspects of history, thought, culture, religion, literature, and art, from the beginnings (the first half of the first millennium BCE) to the end of Imperial China in 1911.

We will pay particular attention to the rich tradition of thought and debate in China about the function and essential nature of language, writing, and various conceptions of philosophy and artistic expression; and we will explore the evolving conceptions of representation that helped shape how different works of intellectual expression were produced, circulated, and interpreted. As students become acquainted with major figures, works and genres of this long period of Chinese history, they will have the opportunity to develop the reading, writing, and speaking skills needed to engage critically and imaginatively with questions raised by those works.

Prerequisites: No previous knowledge of Chinese culture, or history is expected or assumed. All readings are presented in English.

Requirements and Grading Policy:
- Attendance and participation (25%): regular attendance at all lectures and discussion groups. (Students with more than 3 unexcused absences during the semester will receive no credit for this part of the course grade, and may be asked to withdraw from the class). Careful preparation of all reading assignments; active participation in discussions and classroom activities.
- Exams: midterm (10%) and final (20%). Short answer and short essay questions.
- Essays: 3-5 pages midterm, (10%) and 5-8 pages final report (25%). Papers are due at the beginning of class on the date indicated. No extensions will be granted for papers. Late papers will be marked down. Prompts to be provided.
- Weekly response papers (10%): 1-2 paragraph papers discussing some aspect of the reading assignment.

Grading Scale:
92-100 = A  90-92 = A-
86-89 = B+  83-85 = B  80-82 = B-
79-79 = C+  73-75 = C  70-72 = C-
66-69 = D+  63-65 = D  60-62 = D-
0-59 = F

Learning Outcomes: This course fulfills the General Education requirement for Humanities.

1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).
These outcomes will be assessed on the final research project.

Required Texts:

Owen, Stephen, *An Anthology of Chinese Literature*

Class Preparation:

The reading assignment will be discussed on the day it is listed below. You should read it beforehand for homework.

Note on Plagiarism:

All written work submitted in this course, except for acknowledged quotations, is to be expressed in your own words. It should also be constructed upon a plan of your devising. Work copied from a book, from another student’s paper, or from any other source is not acceptable. The submission of such copied work will, under College rules, render the offending student subject to an F grade for the work in question or for the whole course, and will also make her/him liable for further disciplinary action.

Moderate quotation for illustrative ends is often advantageous. Such passages must be placed within quotation marks or otherwise identified. Moreover, if reliance is placed upon a particular work for ideas, acknowledgment must be made. The instructors will be glad to answer questions as to the proper use of footnotes and citations for identification of sources.

Note for Students with Disabilities:

If you have special needs related to a disability that may affect your performance in this course and if you need any accommodations to help you, please notify the instructor ahead of time.

---

**Schedule and Reading Assignments:**

**Week 1**

*Course Introduction*

**Week 2**

*Shaping Memory, Past and Future: Ritual, Song, and (the Limits of) Language*

1. The Origins of Chinese Civilization: Neolithic Period
2. Shang and Zhou Dynasties.

Language and Script: Oracle Bones and Bronze Inscriptions.

[Owen: “Early Period, Introduction” (3-9); CCL: “Oracle Bones” and “Bronze Inscriptions”; in “Bronze Inscriptions”, pay special attention to the text named “Qiang the Historian”]

Week 3

1. Beginnings: The Shape of Virtue in the Shang and Zhou


2. Myth and Ritual

Classic of Poetry: “Hymns” and “Great Odes”

[Owen: pp. 10-18 (Classic of Poetry CCLXXII “We Have in Hand”; CCXLV “She Bore the Folk” with Historical Records “Chronicles of Zhou”; CCL “Liu the Duke”; CCXXXVII “Spreading” with Zhuang-zi “Renouncing Kingship”)

Week 4

1. Philosophical Foundations: The Eastern Zhou Period

[Ebrey, pp. 38-60]

2. Confucius and Mencius: Way(s) of Being Human

[Handout: Selections from Analects and Mencius]

Week 5

1. Traditionalist and Alternative Views on Language, Poetry, and Expression of the Mind

[Owen: pp. 58-64]

2. Laozi and Zhuangzi and Interpretative Pessimism

[Owen: pp. 113-122. The Zhuangzi, “Discourse on Thinking of Things as Being on the Same Level”; Handout: excerpts from the Daodejing and Zhuangzi]

Week 6

1. The Creation of Bureaucratic Empire: The Qin and Han Dynasties

[Ebrey, pp. 60-86]
2. The Han Dynasty
   Historical Narrative and "The Historian": Recounting the "Real"


Week 7

Shamans, Exiles, Eccentrics

1. Songs of Chu and their Legacies: Searching for the Goddess


2. Buddhism, Aristocracy, and Alien Rulers: The Age of Division

[Ebrey, pp. 86-106]

Week 8

1. Early Buddhist Art

MIDTERM

Paper # 1 Due

Week 9

FALL BREAK (no class)

Week 10

1. A Cosmopolitan Empire: The Tang Dynasty

[Ebrey, pp. 108-136]

2. Chinese Buddhism, Chan/Zen, and the Power of Vision

[Owen: p. 373 Jia Dao; 404-406 Han-shan: The Master of Cold Mountain]

Week 11

1. The Eremitic Mode and Landscape Poetry: Wang Wei, Wei Yingwu, Liu Zongyuan


Week 12

1. Shifting South: The Song Dynasty
2. Landscape Painting

Week 13

1. Alien Rule: The Liao, Jin, and Yuan Dynasties

[Ebrey, pp. 164-186]

2. Drama and the Performing Arts

Week 14

1. The Limits of Autocracy: The Ming Dynasty

THANKSGIVING (no class)

Week 15

Manchus and Imperialism: The Qing Dynasty

[Ebrey, pp. 220-259]

Week 16

1. Taking Action: The Early Twentieth Century

[Ebrey, pp. 262-292]

2. Review and Summary

Paper #2 due in class

FINAL EXAM