

# Syllabus: East Asian Civilization (China)

HIST101/1: MTWTh 9:00-9:50 / Jones 308

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Office Hours: M 10-11, T 12-1, W 10-11, and I am happy to make appts. outside these times.

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## Course Description

This course is an introduction to China from the beginning of its history. It will expose students to the basics for understanding Chinese culture (such as art, poetry, and literature); ways of thinking (such as Confucianism, Taoism, Legalism, and Buddhism); politics (such as dynastic change); and society (such as family life and the role of women). Students will also use a variety of materials such as textbooks, literature, primary sources, videos, artwork, and photos. No prior knowledge assumed.

## History Departmental Objectives (See Appendix)

Constructing Persuasive Arguments

Expressing Ideas Effectively

Formulating Analytical Questions

Considering Various Perspectives

Understanding Important Historical Trends and Their Relationship to Modern Society

Obtaining Knowledge of Local, Regional, and Global Cultural Systems

Developing Visual Literacy

## Ribbon Objectives

As you know, Adrian College is guided by Five Ribbons of Excellence. In brief, they are:

Caring for humanity and the world.

Learning throughout a lifetime.

Thinking critically.

Crossing boundaries and disciplines.

Developing creativity.

This course hopes to promote all 5, but will repeatedly challenge you to develop the first, third, and fourth of these.

## Course Goals and Objectives

In addition to the Ribbons, this course is designed for students to achieve the following:

Goal/Objective	Assessed Through
A basic understanding of key events in Chinese history and their chronology.	Class Participation Homework Quizzes Exams
Exposure to important trends in Chinese history and how those trends compare with other societies.	Newspaper Quizzes Exams Paper
Apply historical knowledge to contemporary issues.	Newspaper Quizzes
Improvement in the ability to analyze primary sources.	Homeworks In-Class Assignments

Development of better techniques for communicating ideas.	Paper Classroom Discussion
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These course goals are shaped by Learning Objectives determined by the history department. See the appendix for an explanation of how departmental goals and the Ribbons of Excellence are related in intent.

### **Prerequisites**

None.

### **Designations**

This course is designated as “Humanities” and “Non-Western”. As a humanities course, it will use primary sources (including government records, newspaper articles, memoirs, arts, and literature) and critical texts (textbooks and various academic articles) to investigate the history of a human culture (Chinese). As a non-western course, students will learn about the values, language, religions, governments, and other aspects of a non-European society (China).

### **Required Reading**

*Cambridge Illustrated History: China* by Patricia Ebrey (CIH)

*Death of Woman Wang* by Jonathon Spence (DWW)

*To the Storm* by Daiyun Yue (TTS)

Various primary sources and articles on BlackBoard (BB)

### **Course Assignments and Grading**

#### **Class Participation (15%)**

Participating in discussions is an essential component of this course. Participation includes responding to other students and to me with intelligent comments and raising interesting questions. Do not blow this off—I will give you a zero if you do not participate.

#### **Homework, Quizzes, and Other Assignments (15%)**

You will regularly receive a variety of short assignments based on readings and lectures. Homework MUST BE TYPED. Late homework will not be accepted, unless the instructor has agreed in advance. Among the other assignments that students may be asked to complete are map quizzes and newspaper quizzes.

#### **Exams (30%--Midterm=15% / Final=15%)**

You will be given two exams. Possible questions will be supplied to you ahead of time. The final exam will include an extra cumulative question.

#### **Article/Chapter Review (10%)**

Students will read an academic articles/chapter on a topic of interest related to China. The article must be approved by the instructor.

#### **Book Discussions (15%--7.5% each book)**

In addition to the basic textbook and shorter readings, students will read two books: *Death of Woman Wang* and *To the Storm*. Thoughtfully reading these books and being able to discuss them is consider an important component of this course. Students will receive special worksheets to complete for these books (must be turned in on time—will not be accepted late for any reason), and will be expected to participate enthusiastically in classroom discussions of the books.

#### **Group Game Project (15%)**

In groups, students will work in groups of 4 to design a game that teaches players at least 15 facts about a particular topic related to Chinese history. The game will be presented to the class during

the last week of classes.

### **Timely Assignments and Attendance Policy**

Assignments (including quizzes) cannot be made up unless I agree to it. Make sure to get documentation for any missed assignments (such as doctors notes, memorial programs, etc.).

Late assignments will lose half a letter grade for each day they are late.

Students are expected to attend all classes, but I realize that illnesses and other issues get in the way of that. Therefore, students are allowed 4 absences with no penalty. Those absences can be used for good reasons, such as illness, or bad reasons, such as laziness, but any absences beyond those 4 will impact your final grade. Regardless of absence status, assignments are always due on time and cannot be made up. Each absence after the first 4 will result in a reduction of **1%** from your final grade. Too many absences can do severe damage to your grade. So think twice before using them up on stupid stuff! I will do my best to keep the attendance record up to date on BlackBoard, but students should also keep track of their own absences.

### **Technology and Student Responsibility—Blackboard, Emails, Printers, and Cell Phones**

I expect students to behave **RESPONSIBLY** with technology in this course. You are all adults, and should conduct yourself that way.

**Blackboard readings** You will receive many reading assignments through Blackboard. The pdf's are sometimes large, and this can occasionally cause problems when retrieving them. Therefore, you should get your reading assignments from Blackboard well ahead of time. Inability to open a pdf is not a valid excuse for coming to class unprepared!

**Emailed assignments** Unless otherwise specified, all assignments should be turned in as hard copies and on time. If you email me an assignment and I don't receive it or can't open it—too bad for you! Your email problems are not my responsibility.

**Printers** Your printer problems are not my problem. Assignments turned in late will be counted as late, even if the printer in the computer lab wasn't working or you ran out of ink.

**Cell phones** Cell phones are fun and useful, and completely inappropriate to use in class. For each time I catch you looking at your cell phone during a regular class periods, I will remove 1% off of your final grade. You will not be notified every time I catch you. So just because I don't say anything to you when you're doing it, doesn't mean you aren't losing the points. If I catch you looking at your cell phone during a quiz or exam, you will receive a 0 on that quiz or exam.

### **Plagiarism**

Plagiarism is the borrowing or stealing of another's ideas or words without recognizing that person. Plagiarism in this class will result in a failing grade for the assignment and most likely for the class as well. Don't do it! See the policy in your student handbook or talk to me if you have questions.

### **Disability Statement**

Students with documented disabilities may receive appropriate accommodations. Please talk to me if you have questions.

### **Instructor Responsibilities**

The instructor will provide an encouraging environment in which to learn. Any student who feels confused, uncomfortable, or unsafe in the classroom should bring it to the instructor's attention. The instructor will work to remedy the situation as expeditiously as possible.

The instructor will provide timely feedback on assignments. Students should feel comfortable

inquiring about their performance and standing in the class at any time.

The instructor will be available to students. Please feel free to come to office hours or make arrangements to meet and discuss issues related to the course.

### Course Schedule

The instructor reserves the right to change this schedule at any time. This schedule does not include all reading assignments, only basic ones from the textbooks.

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments</b>	<b>Notes</b>
8/25	Enter the Dragon: From Geography to Graphs	CIH 1-30 “Yu”	Geography Homework  Map Quiz (Thursday)	
9/1	Cultural Foundations: China’s Axial Age	CIH 30-42 “The World of Confucius” “Analects” “Laozi” “Lord Shang”	Homework on Primary and Secondary Readings	Labor Day (Monday)  Article/Chapter Topic determined (Weds)
9/8	Early Empires —A “Civilized” China	CIH 60-66 “China’s Religious Landscape” “Qin Law”	Homework on Primary and Secondary Readings  Bibliographic Assignment due (Tues)	
9/15	Becoming the Center: The Middle Kingdom	CIH 66-85 & 95-100 “How It Became China” “Women’s Virtues and Vices” “Zhang Jue” “Heterodox Bandits”	Homework on Primary and Secondary Readings	Article/Chapter Chosen (Mon)
9/22	The Golden Age	CIH 108-121 “Empress Wu” “Northerner’s Defense of Culture” “Advice to Sons” “Taizong’s How a Ruler Should Act”	Homework on Primary and Secondary Readings  <b>Article Reviews Due (Thurs)</b>	

9/29	The Golden Age II	CIH 136-154 “The First Commercial Revolution” “The Examination System”	Homework on Primary and Secondary Readings	Groups Assigned (Mon)
10/6	Challenges to Chinese Identity	CIH 164-179 & 190-203, & 214-216 “A Mongol Governor” “Proclamations of the Hongwu Emperor”	Homework on Primary Readings  <b>Midterm Exam (Thursday)</b>	Group Topics Determined (Mon)
10/13	Troublesome Foreigners	CIH 220-234 & 234-258 DWW entire book “The Qianlong Emperor” “Hong Xiuquan” “Placards Posted in Guangzhou”	<b>DWW Worksheet and Discussion (Weds.)</b>	Mid-Semester Break (Monday & Tuesday)
10/20	The Snooze Button: Troubles Ignored	CIH 262-273 “Liang Qichao” “Mid-Century Rebels” “Liang Qichao’s Trip to America” “Ridding China of Bad Customs”		Sources for Group Topic Submitted (Mon)
10/27	A New World	“Sun Yat-sen” “Spirit of the May 4 <sup>th</sup> Movement” “The Dog-Meat General”	Homework on Primary and Secondary Readings	
11/3	A New Enemy/ Catch Up Week	TBA	Homework on Primary and Secondary Readings	
11/10	Turning Red	“Mao Zedong” “Chiang Kaishek” “The Communist Party”	Homework on Primary and Secondary Readings	Group Project Check-In (Mon)

11/17	More Turbulence: The Cultural Revolution	TBA	<b>TTS Worksheet and Discussion (Monday)</b>	
11/24	After Mao	TBA	Homework on Primary and Secondary Readings	Thanksgiving
12/2			Game Presentation (Monday, Tuesday, and Wednesday) Wrap Up/Study Guides (Thursday)	
12/8			Final Exam 9-10:30 am (Monday)	

## Appendix: Assignment Details and Grading Rubrics

### **1. Class Participation (15%)**

History professors believe that if you can't discuss a topic, you can't learn about a topic. Class discussions serve several purposes. They give the professor and opportunity to gauge whether you completed the reading assignments and how well you understood those assignments. They provide students the opportunity to ask questions and learn more about the topic. They help students develop their critical/analytical and communicative skills.

Your participation grade will be based on the following criteria:

Assessment	Explanation	Percentage Rewarded
Excellent	Always attends class, displays a strong understanding of the materials, and offers insightful comments and provocative questions.	14-15
Good	Always attends class, shows an understanding of the materials, and provides comments of substance.	12-13
Adequate	Occasional absences and occasional participation in class.	10-11
Poor	Occasional absences and rarely joins into discussions.	8-9
Failing	Frequent absences and rarely participates.	≤ 7

### **2. Homework, Quizzes, and Other Assignments (15%)**

Nobody loves homework, but students can learn very little from a course which has nothing but lectures from the professor. Homework provides a basis so that students can discuss and better understand issues that come up in lectures.

Each homework will be assessed using the rubric below. At the end of the semester homework points will be converted to a percentage towards the final grade out of a possible 15%.

#### *Homework Rubric*

Description	Assessment	Possible Points
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Homework meets all expectations, which include: Typed. Written in the acceptable format (ie., as an essay) with good grammar and spelling. Thoughtfully answer all questions asked. Incorporates details from readings or research effectively and thoroughly. Displays a strong understanding of the readings or research done.	Well done	4
Homework meets only 3-4 of the expectations listed above. Or homework meets all 5, but not all are met strongly.	Satisfactory	3
Homework meets 2 or less of the expectations listed above. Or does a poor job in most categories, though there is indication that some reading was done.	Poor	2
Homework seems to be mostly guesswork with little indication that the readings/ research has been completed.	Unsatisfactory	1
Homework not turned in.	Missing	0

*Newspaper Quiz Rubric*

Description	Grade	Possible Points
Quiz answer meets all of the following criteria: 1. Shows understanding of newspaper readings. 2. Provides specific reference to content of article. 3. Answers question.	Well done	2
Quiz answer meets two of the criteria outlined above.	Satisfactory	1
Quiz answer meets one or less criteria listed above.	Unsatisfactory	0

*Map Quiz: Locations and Study Map*

Please locate the following locations on the map provided. Rivers and walls should be roughly drawn. Use this as a study guide for your map quizzes. You will be given this list and must accurately locate all on a blank map.



Chang'an  
Japan  
Henan  
Luoyang  
Tibet  
East China Sea  
Xi River  
Russia  
Kaifeng  
Yellow River  
Vietnam  
Canton  
Yangzi River  
Sea of Japan  
Himalayas  
Manchuria  
Grand Canal  
Sichuan  
Beijing  
Great Wall  
Burma  
Shandong  
Nanjing  
Korea  
Pyongyang  
Taiwan  
Hong Kong  
Yan'an  
Manchukuo  
Nanjing  
Shanghai  
Dunhuang



### 3. Exams (30%--15% each)

Exams will consist of short answer and essay questions. Criteria for grading will be provided prior to each exam.

### 4. Article/Chapter Review (10%)

Students will choose an academic article or chapter to read on a topic related to China that interests them. They will then write a review of the article/chapter. A review is not a “book report” like you did in elementary school. A “book report” is merely a summary of what you read. A “review” includes a concise summary, but also provides analytical and critical comments. Your review should be approximately 3 pages, but no more than 4.

Criteria 210.50 Quality of Article/Chapter

		Academic history book.	Not an academic book.		
Summary	Includes a thorough, but concise summary.	Includes a summary, but the summary is incomplete, too long, or confused.		No summary.	
Thesis Identification		Identifies the book’s thesis, and shows a sound understanding of that thesis.	Tries to identify the thesis, but doesn’t seem to understand the thesis well.	No attempt to identify a thesis.	
Analysis: Thesis	Critically discusses thesis by considering its rationality and how well supported it is.	Attempts to analyze the thesis, but incomplete.		No attempt to analyze the thesis.	
Analysis: Support	Discusses the author’s support by considering whether the sources are appropriate; whether there are enough sources; and whether there are any hole in those sources.		Mentions the types of sources used, but offers little analysis of those sources.	Does not consider the sources.	
Analysis: Writing Style		Discusses effectiveness of author’s writing style and organization.	Some mention of writing style without critique.	No commentary on writing style.	

Writing and Organization	.	Well-written and organized. Strong spelling and grammar. Easy to read	Some grammatical and spelling mistakes. Occasional awkward phrases. Some problems with transitions. Organization does not promote these.	Writing style and mistakes make it difficult to understand analysis. No organization	
Verdict			Sensible assessment of the value of the book based on analysis provided earlier in the review.	Final assessment of book makes little sense.	
				Total (possible 10)	

## 5. Group Game Project

Students will work in groups of four to design a game about Chinese history. It must focus on a specific topic (not just “Chinese History”) and teach at least 15 things about that topic. The topic must be approved by the instructor. The format of the game is up to the group ( a board game, a card game, a video game, a dice game, a physical game, etc.) but creativity and fun count! Students may not depend merely on internet searches to research their topics, but must consult academic books. Some possible topics are listed below, but others may be developed in consultation with the instructor.

Note: Your groupmates will evaluate your level of participation, and their evaluations may impact your final grade on this project

Topic Suggestions:

Flooding  
Language (Written and/or Spoken)  
Food  
Music  
Buddhism  
Political Systems  
The Rise of the Communist Party  
Importance of Confucianism  
Relations with other Countries  
Relations with the West  
Revolution in China  
Women in China  
Education  
Technology and Science  
Medicine  
Globalization  
Emperors  
Urbanization  
The Opium War  
Art  
Poetry



## Group Game Project Rubric

Game	Category	Notes	Maximum Points	Points Awarded
	<u>Topic</u> Does your game cover an acceptable topic?		2	
	<u>Research/Sources</u> Did your group use at least 3 academic sources on your topics for your research? Did you provide a bibliography with your game with proper citation form (Chicago-style)?		3	
	<u>Goal</u> Do you make the goal of the game clear in the directions?		2	
	<u>Directions</u> Are the directions clear? Do they indicate how to win?		3	
	<u>Learning Elements</u> Does your game teach players at least 15 things about China?		3	
	<u>Creativity/Fun</u> Does your game seem as if you spent time coming up with an interesting concept? Does it look "fun" to play?		2	
	<u>Polish</u> Does the game look polished? Is it clear you spent time constructing it? Are the directions written with proper grammar?		3	

Final Project: Presentation & Game	<u>Preparedness/ Organization</u> Does your presentation seem as if you spent an adequate amount of time preparing as a group? Are there smooth transitions between presenters		3	
	<u>Explanation</u> Does your presentation explain your game well, including: Why you chose this topic? What main idea you want players of your game to learn? Why you chose this game format? How the game is played?		3	
	<u>Game</u> Did you bring the completed game?		2	
	<u>Time Management</u> Did you keep your presentation to under 15 minutes?		1	
	<u>Involvement</u> How much effort did the other players make? Were they easy to work with?	Rate each of your groupmates out of a possible 3 points		3
<b>Total</b>			30	

## Appendix: Departmental Objectives and ROE

### Objectives and Goals for HIST 101

Departmental Learning Outcomes	Explanation	Ribbons of Excellence
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Constructing Persuasive Arguments	Thesis-driven essay assignments and presentations, supported by appropriate evidence.		X		X	X
Expressing Ideas Effectively	Emphasis on multiple drafts, rhetorical precision, and coherence of argument. Discussion-driven classes.		X		X	X
Formulating Analytical Questions	Open-ended research assignments. Responsibility for leading class discussions. Formulation of thesis statements. Assessment of primary and secondary historical evidence.		X		X	X
Considering Various Perspectives	Comparative analysis of primary and secondary sources. Inclusion of categories of race, class, and gender whenever appropriate.	X	X	X		

Understanding Important Historical Trends and Their Relationship to Modern Society	Assignments and discussions that link past and present.	X	X			X
Obtaining Knowledge of Local, regional, and global cultural systems	Art history periods are paired with case studies to connect international trends with local iterations.	X	X	X		X
Developing Visual Literacy	Study of art and visual culture in order to recognize iconographies and visual grammars that reoccur across materials, cultures, and time.		X	X	X	X

Caring For Humanity Thinking Critically Crossing Boundaries and Disciplines Developing Creativity Learning Throughout a Lifetime

## Adrian College History Department Academic Honesty Guidelines

### I. Plagiarism

Plagiarism is the theft of another person's words or ideas.

You are plagiarizing if you take ideas, sentences, research, or phrases from a book, internet website, friend, classmate, or another source and then insert them into your paper without citation.

You are also plagiarizing if you use more than two consecutive words from a source and insert them into your paper without putting quotation marks around them in addition to citing them. It is also plagiarism if you paraphrase a source and do not provide a citation.

### II. Academic Dishonesty and Cheating

Submitting the same paper for two different classes without clearing it with both professors is academic dishonesty.

Submitting a paper that you did not write yourself is academic dishonesty.

Unless the assignment is specified as a group project, collaborating with friends and classmates is academic dishonesty. If you have any questions about this, ask your professor.

### III. Consequences

If you plagiarize or commit academic dishonesty, you will receive a zero for the assignment and possibly fail the class. Your professor will also take official disciplinary action by filing reports with the Deans for Student Affairs and Academic Affairs.