

Fall Term, 2005
Bates College

CHINA & ITS CULTURE

MWF 11:00 – 11:55 a.m.

classroom: Pettigrew 300

Mr. Grafflin

Office location:

Pettengill #117

Office phone/voicemail:

(207) 786-6073

[this is the best way to reach me quickly]

Department fax:

(207) 786-8333

Personal E-mail:

dgraaffli@bates.edu

[this is not the best way to reach me quickly!]

Course E-mail:

fhist171a

[goes to everyone registered, and to me]

Office hours:

These are subject to endless adjustment, as other responsibilities/crises/confusions surface during the semester, so I encourage people to make an appointment for some mutually convenient time either in person or by leaving me a voicemail message. My E-mail account tends to get swamped with outside communications, so it is not the most efficient way to find me. There is also a box on my office door (in which tiny scraps of paper immediately vanish from sight—use a standard sheet of paper). I am in and out of my office all week long, getting here early in the morning (usually by 8:00). My class schedule this semester already complicates MWF 8:00 a.m. – 1:00 p.m. Late afternoons (especially on Mondays) tend to get lost in committee and department meetings. The easiest way to be sure of finding me is to call ahead. (MWF 1:00 looks like a time I'm probably going to be in my office, and anything's possible on Tuesday and Thursday.)

Purpose of the course: China, with about one-fifth [in the process of sliding to one-sixth from being one-fourth in the early twentieth century] of the world's population, is the heart of the great East Asian culture area, and the geopolitical giant of the western edge of the Pacific Rim. Its written historical record is usually claimed to stretch back almost four thousand years (although, with many scholars, I would argue that the textual material apparently dating from the first 1,500 of them consists of later forgeries). The Chinese historical experience is one of the great shaping forces of the human record on earth. Some exposure to the basic features of East Asian civilization should be a part of the intellectual equipment of any thoughtful person.

[There are parallel courses dealing with the history of Japan (History 172) and Korea (History 173, although potential East Asian Studies majors should note that 173 cannot be substituted for 171 or 172 in the requirements).]

Class Schedule

Part I: Introduction

Week One

Mon 05 Sep	C1	Introduction – Part I
Wed 07 Sep	C2	Introduction – Part II * MAP QUIZ
Fri 09 Sep	C3	Pan, pp. xvii-xx and Part One, pp. 3-22

Part II: Getting Oriented

Week Two

Mon 12 Sep	C4	Watson, pp. 1-43
Wed 14 Sep	C5	Sullivan, pp. 1-32
Fri 16 Sep	C6	Ebrey, pp. 7-8, 10-35

Part III: Chinese Civilization Takes Shape

Week Three

Mon 19 Sep	C7	Ebrey, pp. 38-59
		Written Exercise #1 (Imaginary Archaeology) due at my office by 9:00 a.m.
Wed 21 Sep	C8	Ebrey, pp. 36-37 [slides]
Fri 23 Sep	C9	Ebrey, pp. 60-85

Week Four

Mon 26 Sep	C10	Ebrey, pp. 86-107
		Paper #1 (Dumb and Dumber) due at my office by 9:00 a.m.
Wed 28 Sep	C11	Ebrey, pp. 108-135
Fri 30 Sep	C12	Ebrey, pp. 136-163

Week Five

Mon 03 Oct	C13	Ebrey, pp. 164-185
Wed 05 Oct	C14	Ebrey, pp. 186-189 [scroll]
Fri 07 Oct	C15	Watson, pp. 45-121

Part IV: Chinese Voices

Week Six

Mon 10 Oct C16 Watson, pp. 123-196
Written Exercise #2 (Inauguration Day) due at my office by 9:00 a.m.

Wed 12 Oct C17 Watson, pp. 197-294
 Fri 14 Oct C18 Watson, pp. 295-371

Week Seven

Mon 17 Oct C19 Sullivan, pp. 33-59 **pick up take-home quiz on Watson**
 Wed 19 Oct *fall recess*
 Fri 21 Oct *fall recess*

Part V: Artistic Expression in China

Week Eight

Mon 24 Oct C20 Sullivan, pp. 60-121
 Wed 26 Oct C21 Sullivan, pp. 122-151 **take-home quiz due by 10:30 a.m.**
 Fri 28 Oct *no class* **Maine School Management Association Conference**

Week Nine

Mon 31 Oct C22 Sullivan, pp. 152-193
 Wed 02 Nov C23 Sullivan, pp. 194-244
 Fri 04 Nov C24 Sullivan, pp. 245-299

Part VI: China Enters the Modern World

Week Ten

Mon 07 Nov C25 Ebrey, pp. 190-219
Paper #2 (Smart Art) due at my office by 9:00 a.m.

Wed 09 Nov C26 Ebrey, pp. 220-261
 Fri 11 Nov C27 *End of empire...*

Week Eleven

Mon 14 Nov	C28	Ebrey, pp. 262-293
Wed 16 Nov	C29	Ebrey, pp. 294-332
		also Ebrey, pp. 333-336, and reread pp. 7-8
Fri 18 Nov	C30	Pan, Part One, pp. 23-57

*Thanksgiving recess * 21—25 November*

Part VII: The Periphery as Center

Week Twelve

Mon 28 Nov	C31	Pan, Part Two, pp. 59-105
Wed 30 Nov	C32	Pan, Part Two, pp. 106-172
Fri 02 Dec	C33	Pan, Part Three, pp. 173-222

Week Thirteen

Mon 05 Dec	C34	Pan, Part Four, pp. 223-315
Wed 07 Dec	C35	Pan, Part Four, pp. 316-374 and pp. 375-389

Paper #3-4 (longer, counting as two) due by 12:00 noon Wednesday
(topic: Poetry/Art time capsule for future Chinese,
drawing on Watson, Sullivan and Pan –
details given in class by Thanksgiving)

Final examination – Wednesday, 14 December, 8:00 a.m.

Reading List

(material available in bookstore)

You are expected to have the relevant book with you every day in class!

**How it is listed in the
course schedule:**

social, economic, political text:

Patricia Buckley Ebrey, The Cambridge Illustrated History of China
(Cambridge: Cambridge U.P., 1996)

Ebrey

literature text:

Burton Watson, ed., The Columbia Book of Chinese Poetry:
From Early Times to the Thirteenth Century
(N.Y.: Columbia U. Press, 1993)

Watson

fine arts text:

Michael Sullivan, The Arts of China
(Berkeley: U. of California Press, 4th ed., 1999)

Sullivan

the Chinese diaspora:

Lynn Pan, Sons of the Yellow Emperor:
A History of the Chinese Diaspora
(N.Y.: Kodansha America, 1994)

Pan

Grading System - Intentions

Traditional grading habits and contemporary learning research are sadly at odds with each other. People tend to see grading as a competitive exercise. In this view, one gets a good grade by putting distance between one's own performance and everyone else's. On the other hand, research on learning has concluded that people learn more when they work in small cooperative groups.

The world of education is also wildly individualistic and antagonistic in comparison with the modern workplace, where the jobs that an intelligent person wants to be doing tend to involve project teams, rather than rewarding lone-wolf isolation.

Studies of gender effects in education suggest that such issues are particularly significant for women students. (The usual explanation offered is that women in this culture learn a more empathetic and collaborative style of interaction, while men are more likely to be rewarded for aggressive and selfish behavior.) Since not everything can be done by small work teams in a Bates college setting, it seems reasonable to attempt a hybrid system which recognizes individual excellence, but does so in a setting which is mutually supportive rather than destructive.

Another split between traditional procedure and contemporary insight concerns the balance between passive-listening situations like a lecture, and active involvement, as in seminars, discussions, or alternative formats. Lecturing allows an instructor to "cover" vast amounts of material, little of which is retained by the average student. Discussion formats tend to reduce sharply the amount of pre-digested information that can be presented, but increase dramatically the opportunities for most students to absorb the subject matter and make it their own. Alternative formats offer the risk of confusion, together with the opportunity to break out of old, unreflective habits. Hence, the desirability of getting away from the pattern of lecturing to passive masses who ultimately write an exam as a test of their resemblance to a sponge, and of trying to involve students in daily interaction with the course material and each other, an interaction on which they receive some sort of evaluative feedback.

The grading system on the next page grows out of these thoughts, and I would happily receive suggestions for improvement. As it stands, it has been reworked repeatedly in light of student reactions.

Grading System - Mechanics

Every activity in this course earns points toward your ultimate grade:

Discussion. Rather than lecture all the time, I hope to build most of each class out of a discussion of the specific reading assignments. I am prepared to "cold call"--that is, to call on people by name from the class list more or less at random, whether or not they have expressed an interest in furthering the discussion at that particular moment. This is not out of sadism. Indeed, it feels utterly counterintuitive to me. However, a number of researchers with experience in analyzing classroom dynamics have argued eloquently that sitting back and letting class members decide who should talk when, no matter how friendly it sounds, actually has the effect of seriously disadvantaging the great majority of the class. To oversimplify their conclusions somewhat, they argue that if you don't "cold call," you are artificially improving the educational experience of the most aggressive and extroverted students in the room at everyone else's expense. If this is true, it seems as though one might consider the alternative, which obviously has its own associated costs. I hope to minimize those costs by being supportive of everyone's contributions.

You accumulate a discussion score (up to a total of 30 points) by being present, by contributing, by being respectful of the contributions of others, by making sense.

Short papers ["P" numbers]. These are intended to be 1-2 page thought pieces, on set themes, **DUE AT MY OFFICE BY 9:00 a.m. ON THE DAY SHOWN ON THE SYLLABUS.** Collectively, they substitute for a midterm exam. See the description on the next page.

Late w/o permission	Minimal compliance	Muddled	Conscientious	Interesting	Super
0	0 to 4	6	8	10	12

Written exercises ["WE" numbers]. These are also one-page thought pieces, **similarly due at my office by 9:00 a.m. on the day shown on the syllabus,** but are intended to be less formal in structure, and will be evaluated differently:

Late w/o permission	You pretended to do the assignment, but failed to convince me	You actually did the assignment, as far as I'm concerned	Wow! (real creativity)
0	2	8	10

Final examination.

Not taken	Meaningless	Muddled	Conscientious	Interesting
-1000*	15	30	45	60

*college policy mandates failure for an unexcused absence from a final

Watson Quiz. Maximum score of 20 points.

Map quiz. Maximum score of 7 points.

Must be taken no later than 19 September 2005 to receive credit.

Other quizzes. There will be unannounced quizzes on the reading if it becomes painfully obvious that too few people are doing it, whose point values will be set high enough to cause discomfort.

Instructions for Short Papers

Long papers and short papers each present specific difficulties. As a paper grows in length, maintaining the structure and development of the argument becomes more and more demanding. In short papers, the biggest problem is to get rid of wasted words, and to use the words that are left as effectively as possible. It is hardly possible to accomplish this without revision, which teaches an important lesson. One-page papers are particularly useful for learning to organize prose, because the entire structure is visible at all times. Two-page papers offer far greater flexibility in developing an argument.

Please observe the following guidelines for the short paper assignments in this course, unless specifically instructed otherwise:

1) Wordprocessed papers are the minimum acceptable standard. The technology makes possible a number of options that you should take full advantage of, such as spellchecking. However, there is no substitute for human proofreading. Various pathologies that wordprocessing makes possible should be shunned: old printer ribbons or toner cartridges whose imprint is so light that the text is unreadable (if your paper won't photocopy clearly on a mediocre copier, it is too pale), font sizes that are too small or **foolishly large** and font styles that are **hard to read** or **silly looking**. Such rules aren't quibbles, they are basic courtesies.

2) Think carefully about the need for scholarly documentation of what you are writing. Many software packages also support specific citation styles. No one method can deal with all the challenges posed by scholarly documentation, but I recommend that you familiarize yourself with Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago: U. of Chicago Press, 6th ed., 1996), which is available in the library and the bookstore (owning a copy of the latest edition is not a bad idea). Endnotes and/or bibliography should be placed on a separate sheet of paper.

3) Establish the topic of your paper in the first sentence. If you have the time, it often works wonders to write your entire paper, remove your glorious concluding sentence, make it the first sentence of a new version, and rewrite from there.

4) One-page papers generally work best if divided into three logical paragraphs -- (a) introduction, (b) development, (c) conclusion. This rule is sometimes sarcastically described as the doctrine of "Tell the readers what you're going to tell them, tell them, tell them that you've told them." Such a form can become a mechanical exercise, but if you're going to abandon it, be sure that you know what you are replacing it with. Two-page papers require more individual thinking to find a structure appropriate to the point you are trying to make. You do know what that is, right? If you think you are making several points in two pages, you have already lost control.

Developmental Stages in Learning to Think Critically

(based on Nelson, Perry, Belenky, et al.,
as summarized by Elizabeth Tobin)

Various researchers believe that there are four modes of thinking that characterize the intellectual development of a successful undergraduate. Different courses emphasize different modes, but it can only be helpful for everyone to give some thought to the overall model:

MODE A. Dualism -- "just give me the [true] facts"

Many students enter college courses expecting to learn Certain Truth from people possessing Expert Authority. For them, thinking critically and well is accurately learning the right and true facts and ideas. Most textbooks reinforce this delusion by concealing the ambiguity of knowledge, and the sources of the interpretations that they promote. When one attempts to teach research skills to someone at this level, they think they are being taught how to find the pre-existing Right Answer, distinguishing it from all the Wrong Answers.

TRANSITION FROM MODE A TO MODE B -- Knowledge is uncertain

The teacher's job at this level is to point out that there are few unambiguously "right" answers, that most significant issues have been interpreted in conflicting ways, and that frameworks of understanding change over time.

Students generally catch on quickly to the idea that knowledge is uncertain, but initially have no idea how one evaluates different interpretations if there isn't One Right Answer among them.

MODE B. Multiplicity -- "anything goes"

The student who advances to the level of no longer believing that there is One Right Answer usually draws the conclusion that all answers are merely matters of opinion, and that none is any better or worse than any other. Research has shown that this is the level at which the average college senior stalls. It can be liberating and fruitful for students to feel for the first time that their opinion matters, but the teacher has failed if the student leaves believing that there is no way of choosing between different interpretations.

TRANSITION FROM MODE B TO MODE C -- Opinion is insufficient

The key to intellectual progress at this point is to learn to compare, and to separate better answers from worse ones. The teacher's task is to make explicit the criteria for comparison. Normally, this is an area in which the "disciplinary discourse" -- the underlying assumptions and basic values of a particular field of study -- plays a major role.

MODE C. Relativism -- "it's the teacher's game"

Even a gifted student may reach this level only as a cynic, capable of stating the criteria of relevance for a given discipline, but seeing them as purely arbitrary, unrelated to any other area of human activity, and merely a private game of the teacher's, which one learns simply to get a good grade.

TRANSITION FROM MODE C TO MODE D -- Games matter

At this point, the teacher has to connect the mode of analysis in question with larger values, and point out to students the importance of their linking their own work to their own values.

MODE D. Commitment -- "playing for real"

Students who have successfully reached this level of analysis know what an interpretation is, have a sense of how the discipline they have studied would approach evaluating an interpretation, and have developed a commitment to using these analytical tools in appropriate situations in ways that harmonize with their own values.

They have now mastered the "disciplinary discourse" of the particular field being studied, but in the process they have also learned more about who they are themselves.

Additional Information

Classes missed, work done late: If you are ill (i.e., have gone to the Health Center), the Health Center will notify the Dean of Students Office, which will tell me to make allowances for your illness. It is the Dean's office notification to me that makes your malady official, while protecting your privacy.

Likewise, if you are suffering some personal emergency (the death of a family member is the traditional example), it is not appropriate for me to evaluate its impact on you. Go talk to the Dean of Students Office, which will notify me officially as to the allowances that should be made.

If you are neither ill nor distraught, but merely in a situation where a particular academic obligation is not being met on time, it is a matter between the two of us, rather than an issue for the Dean of Students. Don't waste their time just because you wasted yours. Come and talk to me, sooner rather than later, and let's work something out. Don't ignore the situation until the end of the semester, and then hope for a grade of "Incomplete," because I am not authorized to grant one, and the Dean's office will not be impressed when you appear at the last minute with some sad story.

Special personal circumstances: You may be in one or more of a large number of special circumstances that the college recognizes officially. For example, you may be on the ski team, and condemned to miss Friday classes for the first half of Winter Term. You may be committed to field trips that cause you to miss other classes. It may be that the college has received appropriate certification that you are dyslexic, or otherwise disadvantaged by some common method of evaluation. To the extent that these things affect your performance, I have to be officially notified of any such situation by the appropriate office of the college, in order to take it into account. Such official notification is not equivalent to a gift to you of the academic credit involved. Rather, it is merely an instruction to me to be open to your desire to fulfill your responsibilities in some other fashion. Discuss any such circumstance with me well in advance of it becoming an issue. Your desire to make airplane reservations at a time that is incompatible with the final exam time you were informed of when you registered does not meet the college standard for requiring me to create an alternative examination opportunity for you.

Academic dishonesty: As an enrolled Bates student, you are responsible for being aware of the contents of the "Statement on Plagiarism and A Guide to Source Acknowledgments." This is an extremely serious matter. Intellectual honesty is crucial to the entire endeavor of higher education, never mind its importance to the larger society. If you are unsure as to how this concern applies to some particular assignment, check with me ahead of time! To put the matter simply, your name on academic work is a pledge that the work is your own, created for the specific assignment by the use of appropriate methods, and that the contributions of other people to your words or ideas are appropriately acknowledged.

[May, 2003 revision]
Mr. Grafflin

Using the World Wide Web

Increasingly, students enter college already familiar with the information resources available over the Internet. In any case, they are quickly dazzled by what seems to be a vast cornucopia of up-to-the-instant treasures. Unfortunately, while it is easier to produce work possessing a certain superficial glitter with the aid of the Web (tricky graphics, arcane information), it is **harder** to do intelligent scholarly work, because the Web poses all the critical and analytical challenges inherent in traditional materials in even more inescapable and intense forms.

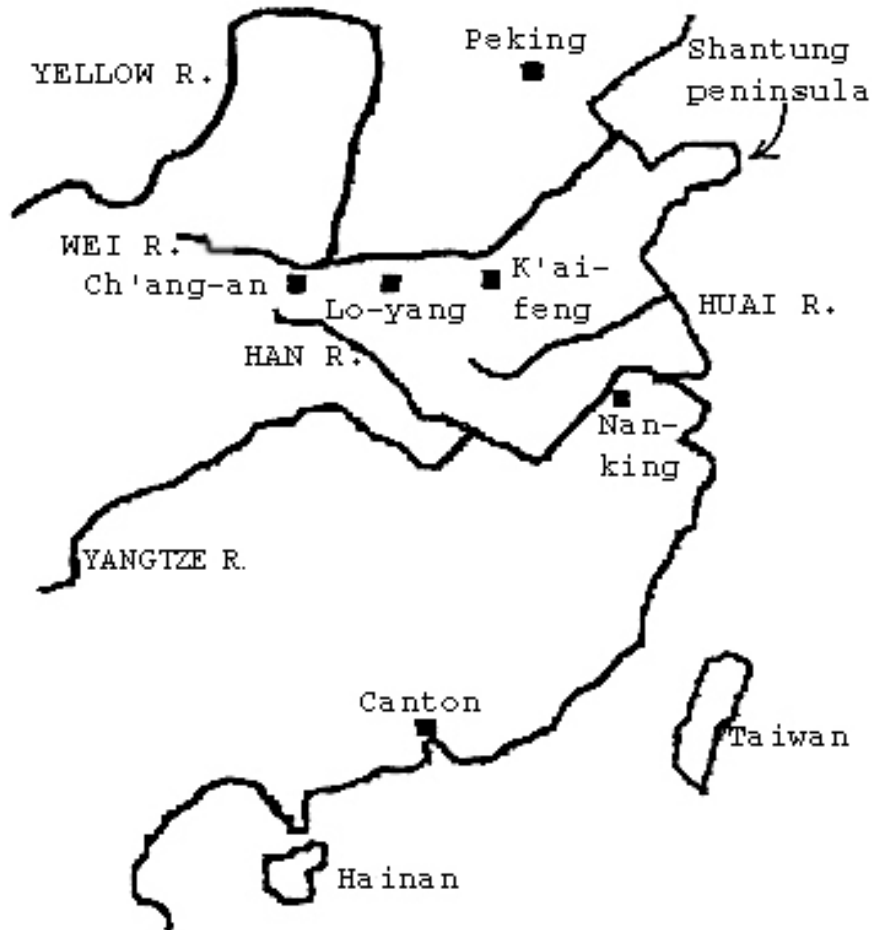
The amount of garbage on the Web, together with the synergistic confusions of inadequate information standards coupled with easy hyperlinks, means that it is tremendously challenging to evaluate what you find. Search engines are -- quite literally -- totally stupid, matching letter patterns with no attention to meaning or context. Worthless and outdated material is often presented as if it were contemporary and authoritative. Underlying sources are routinely not identified. All of the forms of screening for validity that take place in the publishing of books from established presses or of refereed journals can be circumvented by Webpage creators. The volatility of web pages gives a whole new meaning to Heraclitus' dictum that "one cannot step twice into the same river."

The result is that insufficiently careful use of material off the Web, together with all of the traditional risks of plagiarism, improper citation and inadequate research, introduces the very real possibility of making you look like a total idiot and intellectual criminal in a way that would hardly be available to someone consulting a reference librarian and reading a book or journal article or printed newspaper.

There are guides to electronic research and citation available from the Bates Library Homepage. At a bare minimum, you cannot use Web material without identifying its Uniform Resource Locator and the date on which you accessed it. If you don't know how to identify the URL of a webpage that you are looking at, it's time for you to shut down the web browser and think about just what in the world you are trying to accomplish. For a student paper, you should attach (or at least preserve in your own files) a photocopy of the printed-out pages that you worked from. If you don't, you have no defense from a charge that what you are attributing to this undocumented or vanished site is obvious nonsense. Web-based "research" has generated a lot of student work so awful that it takes their instructors' breath away. The World Wide Web, fascinating and wonderful as it is, is a much trickier resource to use responsibly than a library! As one of my colleagues is fond of saying, "web pages are primary sources" -- that is to say, part of the same class of ultimate source puzzle that we set before our senior thesis writers. Don't blithely bypass the traditional tools of intellectual activity. If you assume that printed pages have nothing to say to a modern student, you are damaging your own education for no good reason.

Map Quiz

You are responsible for the six cities, five rivers, two islands, and peninsula labeled on the map below. The Pinyin romanizations/names currently used in most newspapers and periodicals are shown in the table at the bottom of the page. You should recognize both sets of names, but you are responsible for the traditional spelling/name on the quiz.



<u>Traditional spelling/name</u>	<u>Contemporary official spelling/name</u>
Peking (briefly, Peiping)	Beijing
Nanking	Nanjing
Canton	Guangzhou
Ch'ang-an, later Sian	Xi'an
Lo-yang	Luoyang
K'ai-feng	Kaifeng
Shantung	Shandong
Yellow River	Huang He
Yangtze River	Yangzi Jiang