

Winter Term, 2012  
Bates College

**Asian Studies/History 171: China & Its Culture**

Mr. Grafflin

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[this is the best way to reach me relatively quickly]

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Course E-mail: [washi171a@lists.bates.edu](mailto:washi171a@lists.bates.edu)  
[goes to everyone registered, and to me]

Course schedule: MWF 8:25 – 9:20 a.m. [P'gill 162]  
Thursday discussions [P'gill 127]

Class location:

Final examination: 8:00 a.m., Thursday 12 April

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 have class in the early time slot MWF (and will be taking my long-suffering dog for a short walk right after them), plus multiple discussion sections on Thursday, so the best time to look for me without an appointment is around 10:30—11:30 a.m. on MWF and 1:00—2:00 p.m. on MTuWF.

**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.

### Class Schedule

#### Part I: Introduction to Chinese Civilization

##### Week One

Mon 09 Jan	C1	Introduction – Part I	
Wed 11 Jan	C2	Introduction – Part II	
<i>Thurs</i>		<b>[no discussion sections]</b>	
Fri 13 Jan	C3	Ebrey, Preface & Ch. 1: Origins * <b>MAP QUIZ</b>	

##### Week Two

Mon 16 Jan		<i>Martin Luther King, Jr. Day</i>	
Wed 18 Jan	C4	Ebrey, Ch. 2: E. Zhou & Ch. 3: Qin/Han	
<i>Thurs</i>	D1	<i>Pine, pp. 3–47 (Preface, Poems #1–20)</i>	
Fri 20 Jan	C5	Ebrey, Ch. 4: Division & Ch. 5: Tang	

##### Week Three

Mon 23 Jan	C6	Ebrey, Ch. 6: Song & Ch. 7: Aliens	
Wed 25 Jan	C7	Ebrey, Ch. 8: Ming	
<i>Thurs</i>	D2	<i>Pine, pp. 48–93 (Poems #21–42)</i>	
Fri 27 Jan	C8	Ebrey, Ch. 9: Qing	<b>Paper #1 assigned</b>

##### Week Four

Mon 30 Jan	C9	Ebrey, Ch. 10: Early 20 <sup>th</sup> Century	
Wed 01 Feb	C10	Ebrey, Ch. 11: People's Republic	
<i>Thurs</i>	D3	<i>Pine, pp. 94–139 (Poems #43–65)</i>	
Fri 03 Feb	C11	Ebrey, Ch. 12: Reform & Epilogue	<b>Paper #1 <u>due</u></b>

#### Part II: The Fine Arts in China

##### Week Five

Mon 06 Feb	C12	Sullivan, Ch. 1: Prehistory & Ch. 2: Bronze Age	
Wed 08 Feb	C13	Sullivan, Ch. 3: E. Zhou/WS & Ch. 4: Qin/Han	
<i>Thurs</i>	D4	<i>Pine, pp. 140–187 (Poems #66–88)</i>	
Fri 10 Feb	C14	Sullivan, Ch. 5: 3K/6D & Ch. 6: Sui/Tang	

##### Week Six

Mon 13 Feb	C15	Sullivan, Ch. 7: 5D/Song & Ch. 8: Yuan	
Wed 15 Feb	C16	Sullivan, Ch. 9: Ming & Ch. 10: Qing	
<i>Thurs</i>	D5	<i>Pine, pp. 188–235 (Poems #89–112)</i>	
Fri 17 Feb	C17	Sullivan, Ch. 11: 20 <sup>th</sup> Century	<b>Paper #2 assigned</b>

**Winter Recess Week (20—24 February)**

**Part III: The Chinese Periphery****Week Seven**

Mon 27 Feb	C18	Copper, Preface & Ch. 1: Land & People	
Wed 29 Feb	C19	Copper, Ch. 2: History	
Thurs	D6	<i>Pine</i> , pp. 236—283 ( <i>Poems #113—136</i> )	
Fri 02 Mar	C20	Copper, Ch. 3: Society	<b>Paper #2 <u>due</u></b>

**Week Eight**

Mon 05 Mar	C21	Copper, Ch. 4: Political System	
Wed 07 Mar	C22	Copper, Ch. 5: Economy	
Thurs	D7	<i>Pine</i> , pp. 284—331 ( <i>Poems #137—160</i> )	
Fri 09 Mar	C23	Copper, Ch. 6: Policies	<b>Paper #3 assigned</b>

**Week Nine**

		registration week	
Mon 12 Mar	C24	Copper, Ch. 7: Future	
Wed 14 Mar		<i>Asian Studies Conference</i> [no class]	
Thurs		[no discussion sections]	
Fri 16 Mar		<i>Asian Studies Conference</i> [no class]	

**Part IV: The Chinese Diaspora****Week Ten**

Mon 19 Mar	C25	Kuhn, Introduction & Ch. 1: Maritime	<b>Paper #3 <u>due</u></b>
Wed 21 Mar	C26	Kuhn, Ch. 2: Early Colonial Empires	
Thurs	D8	<i>Pine</i> , pp. 332—377 ( <i>Poems #161—182</i> )	
Fri 23 Mar	C27	Kuhn, Ch. 3: Imperialism	<b>Paper #4 assigned</b>

**Part VII:****Week Eleven**

Mon 26 Mar	C28	Kuhn, Ch. 4: Southeast Asia	
Wed 28 Mar	C29	Kuhn, Ch. 5: Settler Societies	
Thurs	D9	<i>Pine</i> , pp. 378—419 ( <i>Poems #183—203</i> )	
Fri 30 Mar	C30	Kuhn, Ch. 6: Revolution & Salvation	<b>Paper #4 <u>due</u></b>

**Week Twelve**

Mon 02 Apr	C31	Kuhn, Ch. 7: Postcolonial Southeast Asia	
Wed 04 Apr	C32	Kuhn, Ch. 8: New Migration	
Thurs	D10	<i>Pine</i> , pp.420—461 ( <i>Poems #204—224</i> )	
Fri 06 Apr	C33	Headlines	

**Exam Week**

**Thursday 12 April at 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., 2<sup>nd</sup> ed., 2010)

**Ebrey**

[DS706 .E37 2010](#)

literature text:

Red Pine [pen name of Bill Porter], trans., Poems of the Masters:  
China's Classic Anthology of T'ang and Sung Dynasty Verse  
(Port Townsend, WA: Copper Canyon Press, 2003)

**Pine**

[PL2658.E3 P634 2003](#)

fine arts text:

Michael Sullivan, The Arts of China  
(Berkeley: U. of California Press, 5<sup>th</sup> ed., 2008)

**Sullivan**

[N7340 .S92 2008](#)

the Chinese periphery:

John F. Copper, Taiwan:  
Nation-State or Province?  
(Boulder, CO: Westview Press, 5<sup>th</sup> ed., 2009)

**Copper**

[DS799 .C67 2009](#)

the Chinese diaspora:

Philip A. Kuhn, Chinese Among Others:  
Emigration in Modern Times  
(Lanham, MD: Rowman & Littlefield, 2008)

**Kuhn**

[DS732 .K77 2008](#)

**Grading System - Mechanics**

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

**Attendance and Participation.** These two are quite distinct, though often misunderstood by students, and even confused with each other.

“Attendance” means that you arrive on time, remain awake, at least *seem* to be focused on what’s officially occurring in the classroom, and don’t drift in and out of the room attending to personal business. Coming late, dozing, chatting with your neighbor, interacting with your cell phone or other electronic servant, wandering out of the room, etc., can move you into the “did not attend” category, even if you left some of your DNA in the room that day. **Computers shut!**

“Participation” means that you took advantage of at least some of your opportunities to advance the classroom discussion of the assigned reading material. This can be relatively simple and short, so long as it is done in good faith and reflects an actual encounter with the assignment. Merely glorying in the sound of your own voice, unmediated by any honest encounter with the course work, does not qualify, unless you are extremely clever indeed.

You accumulate discussion credit by being present, by contributing, by being respectful of the contributions of others, by making sense. ***Perfect attendance is not the same thing as excellent class participation, which will make a significant difference in your grade. Do not sit silently in the back of the room all semester, and then express surprise when your course grade is lower than the average of your paper and exam grades.***

**Short papers.** These are intended to be one to two pages, on set themes, **DUE IN CLASS ON THE DAY SHOWN ON THE SYLLABUS.** See the description on the next page. If you don’t like the grade you receive, you can re-do in light of my comments, and take your chances.

**Map quiz.** Must be taken no later than 20 January 2012 to receive credit.

**Other quizzes.** There will be additional quizzes on the reading (which will not be announced in advance) if it becomes painfully obvious that too few people are doing it, counting enough to make it worth your while to pay more attention to the reading assignments.

**Final examination.**

APPROXIMATE WEIGHTS:

<b>Class presence</b>	--	<b>15%</b>
<b>Short papers (total)</b>	--	<b>30%</b>
<b>Discussion sections</b>	--	<b>15%</b>
<b>Quizzes</b>	--	<b>10%</b>
<b>Final examination</b>	--	<b>30%</b>

### Instructions for Short Papers

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

HEADING:	<b>ASHI 171 / 2012</b> <b>Paper #__</b>	<b>Firstname Lastname</b> <b>Date due (from syllabus)</b>
	<b>Appropriate Title</b>	

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 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. Spellcheckers do not know Chinese!!! Please avoid misspelling such key terms as "Confucian," "bureaucracy," and "imperial," the butchering of which makes you appear totally China-illiterate.

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, the current standard being the 7<sup>th</sup> edition, 2007), 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. The Ladd Library website has many resources in this area.

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 [with evidence—relevant facts are your friends!], (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. Rather than throwing words at the page, be sure that you are making a point, and that you know what it is. (Your title should point to it. If you don't have a well considered title, you have already shot yourself in the foot.)

### 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 have a learning difference, or are 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.** (I get skiers who simply blow off all those Fridays, and I get skiers who conscientiously check with me about fulfilling some alternative assignment. It makes a difference to their grades and to my opinion of them!) 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 – I'm prepared to be flexible, but it helps if I have plenty of advance warning. If you tell me on the last day of class that you need to take the final exam at an alternative time, you may be out of luck.

**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.

**DO NOT HAVE YOUR COMPUTER, BLACKBERRY™, IPAD™, TABLET, ETC., RUNNING IN FRONT OF YOU DURING CLASS!!! You will be regarded as absent if you do. If you have a learning disability that requires wordprocessed notes to be taken for you, the Dean of Students office will make arrangements. TURN OFF / MUTE / KILL YOUR CELL PHONE!!!**

## Using the World Wide Web

Students enter college already familiar with the Internet. If they are paying any attention, they are soon aware that the collegiate information-services environment provides 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.

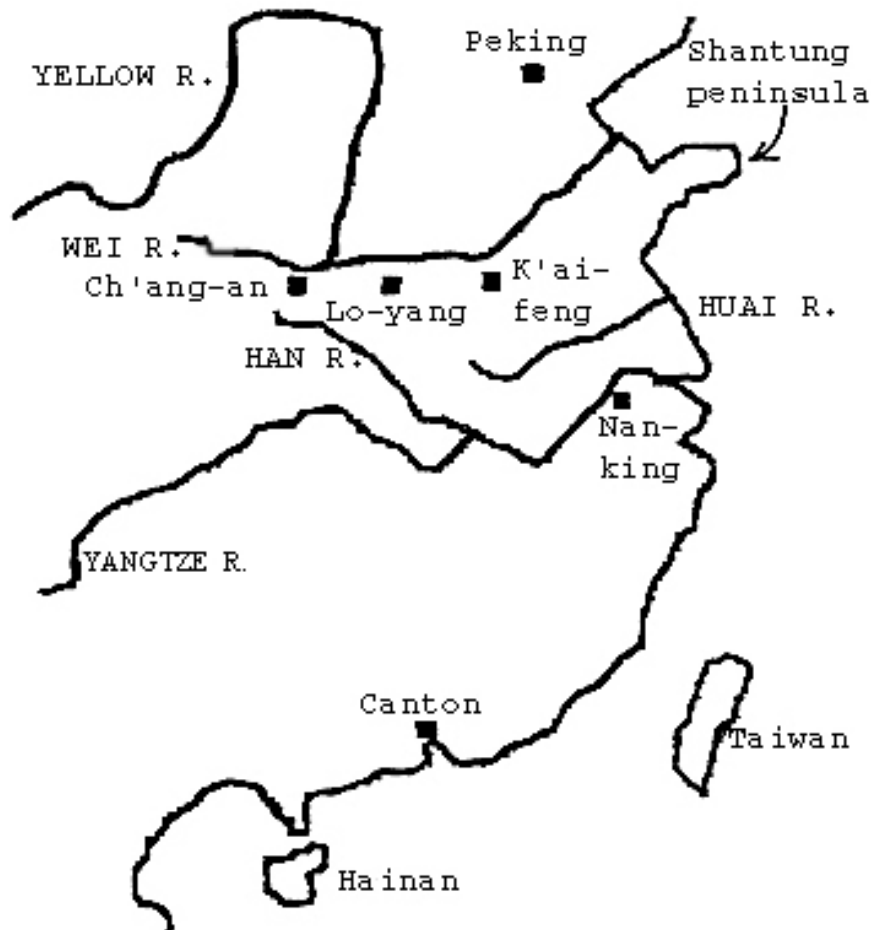
There are guides to electronic research and citation available from the Bates Library Homepage. At a bare minimum, you cannot use Web material without identifying its Uniform Resource Locator and the date on which you accessed it. If you don't know how to identify the URL of a webpage that you are looking 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 a former colleague was 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.

On the other hand, I am not one of those historians who believe that Wikipedia is the dire spawn of Satan himself. In fact, I love it dearly, and regard it as an extraordinary development in the reference field. All I ask is that you pay attention to what you are doing!



### 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 **contemporary** spelling/name on the quiz, not the traditional names posted on this map.



Traditional spelling/name	Contemporary official spelling/name
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

**Schedule for Job Candidates  
(interviewing for the Early Modern Europe position)**

**Wednesday 11 January      Claire Cage  
(The Johns Hopkins University)**

**12:00 noon    -- lunch with students (New Commons / Fishbowl / Tables A & B)**

**4:15 p.m.      -- talk to students & faculty (Pettengill G21)**

**Wednesday 18 January      Erik Heinrichs  
(Herzog August Bibliothek / Harvard University)**

**12:00 noon    -- lunch with students (New Commons / Fishbowl / Tables A & B)**

**4:15 p.m.      -- talk to students & faculty (Pettengill G21)**

**Friday 20 January            Lydia Barnett  
(Michigan Society of Fellows / Stanford University)**

**12:00 noon    -- lunch with students (New Commons / Fishbowl / Tables A & B)**

**4:15 p.m.      -- talk to students & faculty (Pettengill G21)**

**Tuesday 24 January        Stephanie Nadalo  
(Scuola Normale Superiore di Pisa / Northwestern University)**

**12:00 noon    -- lunch with students (New Commons / Fishbowl / Tables A & B)**

**4:15 p.m.      -- talk to students & faculty (Pettengill G21)**