I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group VI (Historical and Cultural Studies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Modern and Classical Languages and Literatures</td>
</tr>
<tr>
<td>Course #</td>
<td>211</td>
</tr>
<tr>
<td>Course Title</td>
<td>Chinese Culture and Civilization</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Timothy R. Bradstock</td>
<td>9/08</td>
</tr>
<tr>
<td>Phone / Email</td>
<td><a href="mailto:timothy.bradstock@mso.umt.edu">timothy.bradstock@mso.umt.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x2602</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Robert Acker</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
<td></td>
</tr>
</tbody>
</table>

III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

The purpose of this course is to provide students with an introduction to Chinese civilization and culture from ancient times to the present. No previous knowledge of China is expected. We investigate a wide range of topics and areas, including the land and its peoples, society and economy, governance and political institutions, literature, philosophies and spiritual beliefs, and the history of China’s relations with other peoples. The course also traces and contextualizes China’s economic revival in recent decades, exploring its impact on the Chinese people and the world at large and projecting how the rise of China to superpower status will affect students’ future lives.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

Employing both a thematic and chronological approach, this course teaches students how to present ideas and information relating to traditional and contemporary China, with a view to understanding the causes, development, and consequences of historical events. It teaches students to evaluate Chinese written sources and analyze human behavior, ideas, and institutions within their historical and cultural contexts. The course focuses not only on China itself but also on its relations with other nations and ethnicities on its periphery since early times.
V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

(See below)
Upon successful completion of this course, students will:

- Be familiar with the salient features of China’s physical environment (including location, size, climate, etc.) and its human geography, recognizing the role played by these elements in China’s evolution as a civilization and as a neighbor to other nations and ethnicities.
- Possess a solid foundational knowledge of the principal historical developments that have occurred since early times and be familiar with the basic elements of China’s social structure, economy, governance, and institutions, modern and pre-modern. Be able to identify key continuities and contrasts between China’s present and the past where these realms are concerned.
- Be able to synthesize ideas and information concerning China, with a view to understanding the consequences of historical developments and events.
- Have read and discussed selected major literary and philosophical contributions from ancient and modern written traditions. Be familiar with the core values and principles of China’s main religions and belief systems, including Confucianism, Legalism, Buddhism, and Daoism. Be able to analyze behavior, ideas, and institutions within the cultural and historical contexts of both modern and pre-modern China.
- Be knowledgeable about China’s successes and challenges as a developing nation and their implications, both for China and for the world as a whole.
- Be positioned to interact in a culturally sensitive and constructive fashion with Chinese people, in social and professional contexts.
Chinese Culture and Civilization: Course Syllabus

Instructor: Tim Bradstock, Professor of Chinese & Section Coordinator for Chinese
Office: LA 319  Phone and Email: 243-2602  timothy.bradstock@mso.umt.edu
Office Hours: M&F 12-1, Tue&Thu 11-1 (no appointment needed). Also at other times by arrangement

The aim of this course is to provide students with an introduction to Chinese civilization and culture from prehistoric times to the present. We will investigate a wide range of topics and issues, including the land and its peoples, society and economy, governance and political institutions, literature, philosophy, and religion. One of our main concerns will be to explore China’s revival in recent decades as a world power, after two centuries of misfortune and decline.

There are no prerequisites in this course and it is designed for students with little prior knowledge of China. The usual class format will be lectures, but time will be set aside each session for general discussion and questions. Some of our meetings will be devoted entirely to discussion and analysis of the assigned readings. I expect everyone to participate and contribute, asking and answering questions and offering comments and observations as we proceed. Do not hang back; the success of this course will in part depend on everyone becoming actively involved.

Besides the regular textbook, we will be reading and discussing numerous primary materials specially chosen for the light they shed on key aspects of modern and traditional China. Some of these items will be distributed to you; others will be placed on Reserve at the Mansfield Library. Generally they will be quite short, even just a page or
two long, but you will be expected to read them thoroughly and reflect upon what you have read. Be sure to make notes and highlight important portions as you go along. Jot down ideas and questions as they occur to you. Taking an active part in your learning in this way will be very helpful in preparing you for the mid-term and the final exam.

**Written Requirements:**

1. **Five two-page response papers**, based upon course readings (primary sources only, not the textbook) and films (40%).
   You must complete at least two of these during the second half of the course. No more than two may be done in the last four weeks of classes. All must be turned in **before exam week**.
2. **Mid-term exam (20%)**
3. **Final exam (40%).**

**Attendance:**

Attendance is taken at the start of every class, and it is in your best interests to be present each time. Anyone absent **five times** (including excused absences) will receive a failing grade for the course. Classes begin at exactly ten minutes past the hour — I take a dim view of lateness, so please make sure you are always on time. If before this class you have another class at some distant part of the campus, making punctuality a problem, *let me know*. Unexcused late arrivals may be counted as absences, especially if they become a pattern.

**Additional Points To Note:**

1. If you are a student with a disability and wish to be granted reasonable accommodations for this course, please contact your instructor privately to discuss the specific accommodations you request. I may ask that you provide a letter from Disability Services (located in Lommasson 154) verifying your rights in this regard. For more information visit the DSS website at **www.umt.edu/dss**

2. University regulations strictly forbid giving exams **prior to finals week**, and no early exams will be given under any circumstances. Please remember this when making any travel plans, plane reservations, etc.

3. **Auditors:** Anyone auditing the class must formally enroll as an auditor.

4. You need to select the **traditional grading option** (giving you a letter grade) if you are planning to have this course count toward fulfillment of the Chinese Minor and/or General Education requirements.

5. This course uses pluses and minuses in its grading. The lowest credit-receiving grade is D minus, the highest possible final course grade a straight A, not A+.

**Student Learning Goals:**

Upon successful completion of this course, students will:

- Be familiar with the salient features of China’s physical environment (including location, size, climate, etc.) and its human geography, recognizing the role these
elements have played in China’s evolution as a civilization and as a neighbor to other nations and ethnicities.

- Possess a solid foundational knowledge of the principal historical developments that have occurred since early times and be familiar with the basic elements of China’s social structure, economy, governance, and institutions, modern and pre-modern. Be able to identify key continuities and contrasts between China’s present and the past where these realms are concerned.
- Have read and discussed selected major literary and philosophical contributions from ancient and modern written traditions.
- Be familiar with the core values and principles of China’s main religions and belief systems, including Confucianism, Legalism, Buddhism, and Daoism.
- Be knowledgeable about China’s successes and challenges as a developing nation and their implications, both for China and for the world as a whole.
- Be conversant with current trends in China’s international relations, especially with respect to the U.S.-China relationship; appreciate the legacy of the past in shaping China’s contemporary relations with other nations and peoples.
- Be better positioned to interact in a culturally sensitive and constructive fashion with Chinese people, in social and professional contexts.

**Course Textbook:** Patricia B. Ebrey ed. *Cambridge Illustrated History of China.* Available at the UC Bookstore. **Additional required readings** will be placed on Reserve (both electronic and traditional) at the Mansfield Library and various short photocopied items will be distributed to you throughout the semester.

**Course Outline and Readings**

A limited number of extra readings will be added to those listed below; subtractions from the list may also be made. Items for which no source is indicated will either be distributed to you or placed on Reserve.

**Unit One:** Introduction. Impressions, general themes, major issues relating to China, traditional and contemporary. Recent video of China followed by discussion

**Unit Two:** (A) The land and peoples of China. (B) The origins of Chinese Civilization, from Neolithic times through the Xia and Shang periods to the Western Zhou dynasty. **Readings:** Ebrey Ch. 1, plus selections from Shi Jing (The Book of Odes) and excerpt from Zuozhuan (The Zuo Chronicles): The Battle Between Jin and Chu

**Unit Three:** The Eastern Zhou-Warring States periods and the intellectual foundations of China: Confucianism, Daoism, and Legalism **Readings:** Ebrey Ch. 2. Plus: excerpts from the Confucian Analects, Zhuangzi, and Han Feizi, and Jia Yi’s poem “The Owl”

**Unit Four:** (A) The creation of a bureaucratic empire in the Qin and Han Dynasties (ca. 256 B.C – A.D. 220) (B) Buddhism and Alien Rule during the Age of Division. **Readings:** Ebrey Ch. 3 and 4. Plus: The Biography of Jing Ke; Imperial Historian Sima Qian’s essay on China’s Neighbors; Sima Xiangru’s Prose-poem “Shanglin Park.”
And: Proverbs about Heaven (selections); Local Cults; The Perfect Truth Daoist Sect; Tales of Ghosts and Demons; Buddhist Doctrines; Book of Rewards and Punishments

**Unit Five:** A Cosmopolitan Empire: The Tang Dynasty (618-907)
**Readings:** Ebrey Ch. 5; The Story of Ying-Ying; Selected poems by Tang poets Li Bo, Du Fu, Wang Wei, and Bo Juyi; Excerpt from the Tang Legal Code

**Unit Six:** The Song Dynasty (960-1279 AD) The Shift South; Alien Rule – The Liao, Jin, and Yuan (Mongol) Dynasties.
**Readings:** Ebrey Ch. 6-7; Excerpt from Jacques Gernet on life in the capital; Popular Fiction: “Fifteen Strings of Cash”; Zhu Xi’s Essay on Ancestral Rites; Miu Lineage’s Family Instructions; Women’s Virtues and Vices; Women and the Problems They Create; Widows Loyal Unto Death

**Unit Seven:** The Ming and Qing Dynasties (ca.1400-1800)
**Readings:** Ebrey Ch. 8, Plus excerpt from novel “The Scholars,” Ming village ordinances, and inscriptions from craft guild tablets. Video: “The Forbidden City”

**Unit Eight:** Domestic and External Challenges During Late Qing (ca 1800-1912)
**Readings:** Ebrey Ch. 9; The Qianlong Emperor’s Letter to Queen Victoria; Feng Guifen’s essay on Self-Strengthening. In Search of a New China: Reform and Revolution during the Republican Period, ca. 1900-1949. **Readings:** Ebrey Ch. 10; short story by Lu Xun (TBA); excerpts from Ba Jin novel “The Family” and Edgar Snow’s “Red Star Over China.”

**Unit Nine:**
**Readings:** Ebrey Ch. 11; Socialist literature: “A New Young Man…At The Organization Center” and “Seven Matches.” Plus film “To Live.”
(B) The People’s Republic during the Mao Era - Part Two: The Cultural Revolution,1966-76. **Readings:** Essay on model citizen Lei Feng; Short story “Maple”; Beijing University Big Character Posters.

**Unit Ten:**
(C) China today and in 2028: problems and possibilities. **Readings:** Shirk, Ch. 8, “The United States” and Ch. 9 “China’s Weaknesses, America’s Danger.” Plus articles on China from current media.