Introduction
This colloquium is designed to introduce the first millennium or so of Chinese history, as the first part of the minor field in pre-modern history. The goals of the course are to equip you to teach this part of history to undergraduates, and to make you literate in the references to the classics and early history that underlay political discourse through the whole imperial period, and even up through the end of the twentieth century. There may also be questions and approaches in the material that are useful for thinking about your own research.

Our major topics will be political and religious developments (sometimes reflected in material objects as well as in texts), and the creation, use, and re-use of the texts that form the basis of Chinese tradition. Readings include both primary and secondary materials. Some texts will require close reading, some only a more cursory survey; I will instruct you about the next week’s approach each week in class and/or on the WebCT site for the course. All of our assigned readings are shared, but I expect you to poke around in the library and find other translations, other secondary works, or references in more recent times to what we are reading, and bring them in to share with the class. We will try to balance discussion at a scholarly level, which welcomes complexities and unanswered questions, with consideration of how to teach the material to undergraduates, who often do not.

Books ordered at Groundworks
Michael Nylan, The Five “Confucian” Classics
Edward Slingerland, trans., Confucius, Analects: with Selections from Traditional Commentaries
Grant Hardy, Worlds of Bamboo and Bronze
Mu-chu Poo, In Search of Personal Welfare
Mark Edward Lewis, The Construction of Space in Early China
Martin Kern, ed. Text and Ritual in Early China (but this is not a required purchase)
Michael Loewe, Everyday Life in Early Imperial China

Requirements
Active, informed participation in every class session is required, and each member of the colloquium will lead discussion once or twice. In weeks 3-7, each week, you will hand in a thesis paragraph and outline for an undergraduate lecture or lectures on the week’s period or sources, along with a list of primary reading assignments you would give the students for the topic, discussion questions, and examination questions. At the end of the quarter, you will turn this material into a syllabus for an undergraduate course (meaning you can assume no background) of 12 weeks, with 3 hour-meetings or 2 hour and 20 minute-meetings a week. You will also turn in an annotated bibliography of books and articles (the articles in Early China take the place of books
to an unusual degree in this field), and perhaps primary sources, that you would read to further prepare yourself for such a course and for the topics of special interest to you, which will be covered in your exam when you have completed the pre-modern sequence in the spring. See additional guidelines and secondary readings at the end of this syllabus.

Some primary Source Collections from which to choose readings for students include:
Victor Mair, ed., The Columbia Anthology of Chinese Literature or the Shorter version
Wm. de Bary et al., eds. Sources of Chinese Tradition, two editions
Laurence G. Thompson, The Chinese Way in Religion
Donald Lopez, Religions of China in Practice
Patricia Ebrey, Chinese Civilization: A Sourcebook
Dun J. Li, The Essence of Chinese Civilization
Mark Csikszentmihalyi, Readings in Han Chinese Thought
For the Classics: http://www.sacred-texts.com/cfu/index.htm#cfucan
The Odes are also at: http://etext.virginia.edu/chinese/shijing/shijing2.htm
And Virginia also has the Lie nu zhuang and other sources on line.

Class Schedule
Sept 22: Introduction
Read in class: Ban Zhao, “Lessons for Women”
Supplemental handout: excerpts from Lie nu zhuang
Recommended (and assignable) reading: Brett Hinsch, Women in Early Imperial China

Sept 29: Narrative Framework
Read and compare the treatments of Shang, Zhou and Qin in some textbooks, including:
Gernet, A History of Chinese Civilization
Valerie Hansen, The Open Empire: A History of China to 1600
Conrad Schirokauer, A Brief History of Chinese Civilization,
Patricia Ebrey, China (Cambridge Illustrated History)
John Fairbank et al., East Asia
Also read: Arthur Cotterell, The First Emperor of China
Sources, chapter 1.
Robert W. Bagley, “Anyang Writing and the Origin of the Chinese Writing System,” in
Stephen D. Houston, ed., The First Writing: Script Invention as History and as Process, pp. 190-249.

No written assignment to hand in, but start roughing out the narrative outlines of your class. Also think out what the main issues are for this time period, and think about how they relate to your own interests. Can you identify underlying preoccupations of the various text writers, or underlying approaches? Which is most congenial to your own thinking at the moment? Which do you think you might use and what would you have to do to make up for its weaknesses or make the most of its strengths?
Oct 6: The Book of Odes
Arthur Waley, trans. *The Book of Songs: The Ancient Chinese Classic of Poetry*. (You can also look at James Legge, trans. with original text and commentary, *The She King, or the Book of Poetry*, at Ezra Pound’s translation, and/or others.)

Michael Nylan, *The Five “Confucian” Classics*, introduction and chapter 2


Additional handout: Waley and Pound side by side.
Written assignment: How would you teach this material? What points would you make with it? Which specific Odes would you assign and how would you use them in lecture and discussion? We’ll discuss each person’s choices in class.
But also think about, and make notes for your own use on, what light they throw on the larger issues of the period, what you can get out of them for your own thinking.

Oct 13: History and Ritual
*Sources*, pp. 24-37 & 329-344
Read through, and choose one document to read carefully and talk about: James Legge, trans. with original text and commentary, *The Shoo King, or the Book of Historical Documents*. This is available without the Chinese from www.kessinger.net.
Look through and get a sense of:
- James Legge, trans., *Li Ki: Book of Rites*
- John Steele, trans. *Yili, The I-Li: Book of Etiquette and Ceremonial*

Michael Nylan, *The Five “Confucian” Classics*, chapters 3 & 4
Written assignment: as for previous session.

Oct 20: The *Book of Changes (Yijing)* and the *Chunqiu*
Look at some of the many translations of the *Yijing* in the library.
James Legge, trans., *The Ch‘un Ts‘ew* (need not read all, but get sense)
Burton Watson, trans., *The Tso chuan: Selections from China’s Oldest Narrative History*
Michael Nylan, *The Five “Confucian” Classics*, chapters 5-7
Written assignment: as for previous session.
Oct 27: Confucius and Laozi
(Source, chapters 3 & 5)
Slingersand, trans. Analects (with commentary, extremely useful)
John E. Wills, “Confucius,” in Mountain of Fame
Laozi – look at a few translations of the Dao De Jing, and pick one to read all of.
Written assignment: how would you teach Confucius and Laozi? Lecture plan, examples, discussion questions, exam questions.
Discussion: How do these texts look in light of the Classics? How do they look in light of the secondary reading we have done?

Nov 3: The Hundred Schools
Sources, chapters 4, 6, 7
For reference: D. C. Lau, trans., Mencius
Burton Watson, trans: Xunzi: Basic Writings; Mo Tzu: BW; Chuang Tzu: BW
Written assignment: how would you teach these texts? As above.

Nov 10 (reschedule): History in the Han
Sources, chapter 12
Sima Qian, Records of the Historian (Burton Watson translation, read some selections)
Grant Hardy, Worlds of Bamboo and Bronze
Written assignment: one-page response to Hardy.
Discussion: Would you use Sima Qian to teach? How does Hardy fit in with the other secondary work we have read? What are his main points and are you convinced? How does Hardy’s argument or technique fit in with your own research interests?

Nov 17: The State and Beyond
Poo Mu-chou, In Search of Personal Welfare
Written assignment: one-page response to Poo.
Discussion: How does Poo fit in with the other primary and secondary work we have read? What are her main points and are you convinced? How does Poo’s argument or technique fit in with your own research interests?

Dec 1: The Shape of Life
Mark Edward Lewis, The Construction of Space in Early China
Michael Loewe, Everyday Life in Early Imperial China
No written assignment.
Discussion: How do these works fit in with what else we have read, and with your own interests (as above)? How do they relate to each other?

Questions to think about in designing your course.

1. What is the main theme or themes of your course? This will relate to your own interests, to your sense of what aspects of history are determinative, and to what you think students
will be interested in.

2. Besides themes, are there other ways to give the course coherence? For instance, you might start or end each lecture, or each time period with a story or biography of a representative figure, or provide some other kind of consistent structure.

3. For each lecture, what is your thesis? Or what are the 3 (one hour) to 5 (1 1/2 hour) main points you want to make? It is possible, theoretically, to create a sentence by sentence narrative of a whole course. In planning, full sentences are better than fragments, because you must state an idea, not a topic.

4. What is best done in lecture and what in discussion? In some cases you may want to cover easy material in lecture and harder things in discussion, but sometimes vice versa. Will you use discussion to recap lecture points, to discuss primary documents, to get them going on the big issues, or how?

5. Design exam questions that address EVERY major point you make; then you can combine or choose. Not now, but eventually, you will have to think about what kind of answers you will accept and how you will evaluate them. This, again, is a choice that depends on your sense of your own interest and abilities, not on some abstractly ‘best’ method.
Additional Readings for Consideration

The Cambridge History of Ancient China

Prehistory:

Shang:
Herrlee Creel, *The Birth of China*
David N. Keightley, *The Sources of Shang History*

Zhou:
Herrlee Creel, *The Birth of China*, esp chapter on “The Decree of Heaven”

Edward L. Shaughnessy, *Sources of Western Zhou History: Inscribed Bronze Vessels*

Warring States and Qin:
Albert O’Hara, trans., *Lienu zhuang* (Biographies of Exemplary Women), in his *The Position of Woman in Early China*
A.C. Graham, *Disputers of the Way*
Victor Mair, trans., *Wandering on the Way: Early Daoist Tales and Parables of Chuang Tzu*

Han:
Various other Loewe books, available in reprints from Hackett.


Mark Csikszentmihalyi, *Material Virtue: Ethics and the Body in Early China*

The Classics in later times:

Tze-ki Hon, *The Yijing and Chinese Politics: Classical Commentary and Literati Activism in the Northern Song Period, 960-1127*

Scholarship on scholarship: