

## **HIEA 120: THOUGHT AND SOCIETY IN ANCIENT CHINA**

TuTh 11:00 – 12:20

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Reader:

CSB 002

Office: HSS 3040

Office hours: Thursday, 1:00 – 3:00

or by appointment

### **Introduction**

This course introduces Chinese history, society, and thought from the earliest times through the Han dynasty. We focus on the development of early Chinese cultural systems, including philosophy, political institutions, the family, and material culture. We stress social and historical context, continuity and change, conflict and resolution, form and meaning. This is a pivotal period in Chinese history: the time of the Five Classics, followed by that of Confucius and other great thinkers, and later by the unification of China and the formation of geographical divisions we still recognize today, the governmental institutions of the imperial bureaucracy, and the patrilineal family system. As early Chinese history has had a deep impact on modern Chinese life and identity, we use contemporary examples to show the persistence and transformation of old ideas.

Class combines lecture and discussion. The Powerpoint slides accompanying the lectures provide basic outlines of the lectures, including dates, hard-to-spell words, and suggestions for further reading. They are no substitute for coming to class and taking your own notes, but they should help you in organizing your notes and studying for exams. They will be posted on the WebCt. Every class, except for the first and last classes and the day of the midterm, includes participatory analysis of primary texts.

The course framework is both chronological and thematic. Our approach is interdisciplinary, combining history and the social sciences. We use materials from a variety of sources, both textual and visual. Textual sources include historical, philosophical, religious, political, and literary writings. Visual materials include archaeological discoveries, art, material culture, and film. Primary sources, including things as well as texts, tell us what the people we are studying thought was true and important. Secondary sources provide structure, theories, and general background.

Students taking this course will read primary and secondary sources critically, analyzing arguments in terms of meaning, reliability, evidence, and historical value. Written assignments emphasize clear and convincing prose. Class discussions and presentations give you practice in oral communication and collaboration. The goal is for you to become active historians and social scientists rather than passive recipients of data. After taking this course, you should be familiar with the major classics, thinkers, and themes of Chinese history, understand the formation of early empires, and be able to separate nonsense from reliable information as you encounter interpretations of early Chinese history in current news, government rhetoric, the internet, and popular culture. You should be able to combat such stereotypes as “changeless China,” China’s cultural isolation, all Chinese tradition as “Confucian,” Chinese women as passive victims, and China as the opposite or other to the West in all things.

### **Required Textbooks:**

They are all available at the University Bookstore: (858) 534-4557. Remember that after a certain date each quarter, the bookstore returns unpurchased texts.

Textbooks are also on reserve at Geisel Library: (858) 534-1212

Texts are listed below in the order in which we will use them.

Numbers 1 and 2 will also be used in HIEA 121, the next course in this series, next quarter (Winter, 2011).

1. Harold M. Tanner, *China: A History, Volume I*

This secondary source is an introductory text that we will use to frame the course and introduce each period. We will read Chapters 1 through 4.

2. Theodore DeBary, *Sources of Chinese Tradition, Volume 1*

This is our main collection of primary sources. We will read Chapters 1 – 12.

3. A.C. Graham, *Disputers of the Tao*

This secondary source is a study and analysis of the development of the major Warring States philosophers and schools of thought. We will read the whole book.

4. Van Norden, *Mengzi*

This is a translation of a major primary source. We will read the whole book.

5. Burton Watson, translator, *Chuang-Tzu: Basic Writings*

This is a translation of another major primary source. We will read the whole book.

6. Mark Lewis, *Early Chinese Empires*

This secondary source studies the formation and content of Qin and Han dynasty thought and institutions. We will read the whole book.

## **Recommended reading**

### 7. Bret Hinsch, *Women in Early Imperial China*

This secondary source analyses the position of women in Qin and Han China.

## **Student Requirements**

There are no prerequisites. An understanding of the basics of Chinese history is assumed. If you are completely unfamiliar with Chinese history, you will have to work a lot harder, but do not despair. We will be reading a general text on Chinese history (number 1 on your list of required textbooks) as a background narrative for the course. That should help you catch up.

Students are expected to come to class with the reading for that day finished, to participate in discussions, and to complete the assignments. The reading load is very heavy; it is your job to do the reading and my job to make sure you understand it. Bring your questions to class and to office hours. Study groups are encouraged.

There are three required assignments. You must complete all three to pass the course. There will be one in-class midterm including short identifications and two essay questions; it will be worth twenty-seven percent (30%) of your grade. There will be a project or paper due on the last day of classes, worth thirty percent (30%) of your grade. Your project topic must be submitted in writing by the end of the fourth week, and approved by me. You may do the class presentation and/or project with another classmate or classmates. The last requirement is a final exam, worth thirty percent (30%) of your grade.

## **CALENDAR, COURSE OUTLINE, AND ASSIGNMENTS**

Reading assignments are due on the date on which they are listed.

### **Week Zero**

September 23      **I. INTRODUCTION, EXPECTATIONS, DEFINITIONS, ISSUES**  
Assignment: Buy the books; the first big reading assignment is due next Tuesday

### **Week One**

September 28      **II. THE NEOLITHIC HERITAGE**  
reading: Tanner, Introduction

**III. THE SHANG DYNASTY (1570 – 1045 BCE):  
ORACLE BONES AND BRONZES**

readings: Tanner, Chapter 1; DeBary, Chapter 1

September 30      **IV. THE WESTERN ZHOU DYNASTY (1045 – 770 BCE):  
CONQUEST, FEUDAL SYSTEM, AND THE FIVE CLASSICS**  
readings: De Bary, Chapter 2: Chapter 6, pp. 183 – 189 only; Chapter 9, pp. 278 – 282 only; Chapter 10, pp. 329 – 344 only

**V. THE EASTERN ZHOU DYNASTY (770 – 221 BCE):  
WAR, PHILOSOPHY, AND THE ORIGINS OF POLITICAL AND  
FAMILY SYSTEMS**

### **Week Two**

October 5              **A. General Survey of the Eastern Zhou Period**  
reading: Tanner, Chapter 2; Graham, Introduction

October 7              **B. Philosophers: “One Hundred Schools of Thought”**  
**1. Confucius**  
readings: Graham: Part I, Chapter 1; DeBary: Chapter 3

### **Week Three**

October 12

#### **2. Exemplary Follower of Confucius: Mencius**

readings: Graham Part II, Chapter 1; Van Norden

October 14

#### **3. Mozi and his school**

readings: Graham, Part I, Chapter 2 and Part II, Chapter 2  
DeBary, Chapter 4

### **Week Four**

October 19

#### **4. Reactions and Alternatives to Philosophies Based on Government and Ethics: Daoists, Yangists, Utopians, Logicians, and Self-Cultivators**

readings: Graham, Part 1, Chapters 3, 4, 5, & 6 and Part III, chapter 1; DeBary, Chapter 5, pp 77-94 only, Chapter 9, pp. 256—263 only

October 21

#### **5. Zhuangzi: An Exemplary Daoist**

readings: Graham, Part II, Chapter 3; Watson

**Paper or Project Proposal due**

**Study guide for midterm handed out**

### **Week Five**

October 26

**Midterm**

October 28

#### **6. Xunzi and the Parting of the Confucian Way**

readings: Graham, part III, chapter 2; DeBary, Chapter 6, pp. 159 – 183 only

### **Week Six**

November 2

#### **7. Legalists and Military Strategists**

readings: Graham, part III, Chapter 3; DeBary, Chapter 7

## **VI. EARLY CHINESE EMPIRES: QIN (221 – 206 BCE) AND HAN (206 BCE – 220 CE) DYNASTIES**

November 4

### **A. General Survey of the Qin and Han Periods**

readings: Tanner, Chapters 3 and 4; DeBary, Chapter 8

### **Week Seven**

November 9

### **B. The Imperial Project**

readings: Lewis, Chapters 1 and 2

### **C. Theoretical Bases of Empire**

readings: DeBary, Chapter 9, pages 235 – 256, 268 – 278,

November 11

### **Veterans' Day Holiday**

### **Week Eight**

November 16

### **D. The Han Synthesis**

readings: DeBary, Chapter 10, pages 283 – 329, 344 -- 352

November 18

### **E. City and Countryside**

readings: Lewis, Chapters 3 and 4

DeBary, Chapter 11

### **Week Nine**

November 24

### **F. The Outer and Inner Worlds: Foreign Relations and Family Relations**

readings: Lewis, Chapters 5 and 6; DeBary, Chapter 23, pp. 819 – 823; recommended reading: Hinsch

### **G. This World and The Next**

reading: Lewis, Chapter 8

November 25                      **Thanksgiving Holiday**

**Week Ten**

November 30                      **H. Literature and Law**  
readings: Lewis, Chapters 9 and 10 and Conclusion; DeBary,  
Chapter 12

December 2                        **VII. Conclusions and Student Presentations**  
**Final paper or project submitted to TurnItIn before class**  
**Study guide for final exam handed out in class**

**December 8                        Final Exam, 11:30 AM – 2:30 PM**

## **Conventions:**

### Dating

BCE = BC

CE = AD

Use Tanner as the standard for dating historical periods in cases of conflict in our textbooks.

### Romanization (spelling Chinese words phonetically in Western languages)

This is often a cause of perplexity.

Two systems currently in use:

1. Wade-Giles (English, being phased out)

Examples: Chou, *Chuang-tzu*, Ch'in

2. Pinyin (Chinese, new standard)

Examples: Zhou, *Zhuangzi*, Qin

But older books and books from Taiwan use Wade-Giles, so we have to deal with both.

I will try to give both in the Powerpoint slides.

Our textbooks:

Wade-Giles: DeBary, Graham, Watson

Pinyin: Tanner, Van Norden, Lewis, Hinsch

See Wade-Giles to pinyin conversion table on Webct, titled "Wade"

### Geography

See maps in Tanner, Lewis.

## Paper or Project Guidelines

The point of this assignment is to let you investigate in a little more depth a subject that interests you and to bring your own perspective or discipline to bear on it. You may choose almost anything that fits within the subject matter of our course. You may do a group project. Some possible types of paper or project include:

1. Research paper with a very narrow focus
2. Fieldwork, survey, or site report
3. Art history or archaeology paper
4. Art project, installation, or model
5. Drama or music
6. Fiction or poetry
7. Fake primary sources, such as a newly discovered classic or philosophical work: historical documents of any kind
8. Game/game analysis
9. Literature or film criticism or research
10. Class presentation or demonstration
11. Propose something else

The paper or project will be judged on five points: **topic, research, effort, analysis, and the quality of the final product.** Prof Cahill must approve your topic. At least three academic sources outside of the class texts are required. Wikipedia is not an academic source, although you may use it to lead you to appropriate sources. If you write a paper, it should be about 10 pages long (double-spaced). A group paper or project would need to be proportionately longer. You may use any standard format for footnotes and bibliography. Do not copy from the internet or any other source; this is plagiarism and will result in a grade of F the assignment and possibly the course. In addition, the faculty is required to report cases of plagiarism to the university ethics committee. The result will be a hearing before them that can have serious consequences, such as expulsion. Papers and written parts of projects must be submitted to TurnItIn before class on the last day of classes or earlier.

