

HIEA 168/268: Topics in Classical and Medieval Chinese History

Chinese History from the Shang (c. 1600 – 1046 BCE) through the Han (206 BCE – 220 CE) Dynasties

Fall 2012

Time: Wednesday 12:00 – 2:50

Classroom: HSS 3086

Professor Suzanne Cahill

Office: HSS 3040

Office hours: Tu. 2:00 – 4:00 PM, Th. 12:00 – 2:00 PM or by appointment

Phone: (858) 534-8105

Introduction

This course surveys 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 first writing system, bronze casting, and 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, along with 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 will use contemporary examples to show the persistence and transformation of old ideas.

Class Requirements

This is a mixed class, consisting of undergraduates doing an undergraduate history seminar along with graduate students in modern Chinese history starting their year-long graduate seminar preparations for their minor field exam at the end of this academic year, and graduate students in pre-modern Chinese history starting their year-long major field graduate seminar. The expectations, assignments, and requirements for each group will be different, but we will all meet together once a week to discuss the same assigned books, along with other books individual students at all levels will present and critique, and each class member's research.

For each class, we will all read one assigned book (sometimes more than one) and discuss it. All students are to turn in a reading response of approximately 2 typed pages on the assigned reading for each class after the first one. These should not summarize the readings but bring up questions and topics that might promote lively discussions. Do not bore me or each other and do not be afraid to look stupid. At each class, I will assign two or three students (or students may choose) extra books outside the assigned readings but relevant to the topic covered in next class. The students will read these extra books along with their assigned reading and present the extra books to the class. They will not have to turn in a formal reading response for these extra books—their notes or talking points, in whatever form, will be enough. That way everyone will have the benefit of becoming familiar with a wider range of works on each subject than any one person

could be expected to master. Each student is expected to present extra books at least three times during the quarter. If you are doing a research paper, pick your topic early so you can make the books you read for your paper do double duty as outside books you present in class.

Undergraduates are required to do a final research paper, 10 – 12 pages long. We will exchange drafts of the papers near the end of the quarter, and the final paper will be turned in right after students present their research to each other at a required meeting during final exam week. We will meet for dinner at Prof. Cahill's house that week, and afterwards do the presentations. The date of this meeting is not yet set. Bring your schedules for exam week to class when we meet during week two, so we can pick a date in a timely manner.

The modern Chinese history graduate students, as their final projects, will turn in a syllabus for a course they would teach on Shang – Han Chinese History, a bibliography of materials that they would use to prepare themselves for the course, and a short essay linking their proposed field of dissertation research to developments during the Shang – Han periods. These will also be due on the date of our final presentations during exam week.

The pre-modern Chinese history graduate students have a choice of final assignments: they can either prepare a syllabus and bibliography for a course they would teach on the Shang -- Han period in Chinese history, along with a short essay linking their masters' theses topics with developments during this period, or they can do an individual research paper on a topic of personal interest during this early period. The paper would be expected to be longer than the undergraduates' papers and would be judged according to graduate rather than undergraduate research standards. These will also be due on the date of our final presentations during exam week.

Required Textbooks, available at the University Bookstore and also on reserve at Geisel Library:

Jacques Gernet, *A History of Chinese Civilization*

Wm. Theodore de Bary, et al., eds., *Sources of Chinese Tradition*, vol. 1 (2nd edition!)

Lothar von Falkenhausen, *Chinese Society in the Age of Confucius*

Michael Nylan, *The Five "Confucian" Classics*

Angus Graham, *Disputers of the Tao*

Edward Slingerland, trans., *Confucius, Analects: with Selections from Traditional Commentaries*

Watson, Burton, *Chuang-tzu*

Mark Edward Lewis, *The Early Chinese Empires: Qin and Han*

Burton Watson, Ssu-ma Ch'ien, *Records of the Grand Historian*

Bret Hinsch, *Women in Early Imperial China*

Michel Loewe, *Daily Life in Early Imperial China*

Class Schedule and Topics

Week One	Introductions: Ourselves, the Syllabus, Issues
Week Two	Surveying the Field: Textbooks on Early Chinese History Assignment: <i>Gernet</i> , Chapters 1 - 15 Bring your exam schedules so we can decide on the date and time of our final meeting. Presentation from Victoria Chu, UCSD librarian in charge of Chinese materials, on how to use the UCSD library and other libraries to do research for our course.
Week Three	Surveying the Primary Sources Available in Translation Assignment: <i>deBary</i> , Chapter 1 - 12
Week Four	Back to the Beginning Archaeology as a Source for Chinese History Assignment: read <i>van Falkenhausen</i> Review <i>Gernet</i> , ch, 1 – 3, <i>deBary</i> , ch. 1
Week Five	The Confucian Classics Assignment: read <i>Nylan</i> Review <i>Gernet</i> , ch. 4, <i>deBary</i> , ch. 2
Week Six	Warring States Thinkers Assignment: read <i>Graham</i> Review <i>deBary</i> , 2 - 7
Week Seven	Specific Warring States Thinkers Assignment: Read Slingerland (Confucius) and Watson (Chuang-tzu)
Week Eight	The Han Dynasty: Introduction Assignment: Read Lewis Review <i>Gernet</i> , ch. 5 – 8, <i>deBary</i> , ch. 8 - 12
Week Nine	Daily Life and Material Culture in the Han

Assignment: Read Loewe and Watson (Ssu-ma Ch'ien)
Students exchange drafts of final projects

Week Ten

Gender in the Han
Assignment: Read Hinsch
Students return drafts of final projects with comments to each other

Finals Week:

Final Meeting at Professor Cahill's house for dinner, followed by presentation (and turning in) of final projects