

HIGR 217A China before Buddhism Fall, 2014

Professor Sarah Schneewind

Office: HSS 3062

E-mail: sschneewind@ucsd.edu

Office hours: W 1-3, Th 3-4 and by appointment

Office phone: 822-0814

Introduction

This colloquium introduces the first millennium or so of Chinese history, as the first part of the minor field in pre-modern history. It is intended to equip you to teach this period to undergraduates, and to make you literate in the references to the classics and early history that underlay political and personal discourse through the whole imperial period and in some cases even later. Some questions and approaches in the material may enrich your thinking about your own research.

Our major topics include political and religious developments, 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 you can 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. 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 the campus bookstore

Li Feng, *Early China: A Social and Cultural History*

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

Michael Nylan, *The Five "Confucian" Classics*

Arthur Waley, trans. *The Book of Songs: The Ancient Chinese Classic of Poetry*

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

Mu-chou Poo, *In Search of Personal Welfare: A View of Ancient Chinese Religion*

K.E. Brashier, *Ancestral Memory in Early China*

Martin J. Powers, *Art and Political Expression in Early China*

Grant Hardy, *Worlds of Bamboo, Worlds of Bronze*

Bryan van Norden, trans., *Mengzi: With Selections from Traditional Commentaries (Hackett)*

Burton Watson, trans., *Chuang Tzu: Basic Writings*.

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

Requirements

1. Active, informed participation in every class session.
2. In weeks II-VII, each week, describe in detail and/or outline how you would teach this material. (Include the Shang material from Week Zero in the Week III assignment.) What points would you make with it? Which specific primary sources would you assign, and how would you use them in lecture and discussion? What light do they throw on the larger issues of the period? Include the readings you would assign, discussion questions or

strategies, essay prompts, and examination questions.

3. Each week also write a paragraph (or more) considering the relation of the readings to your own intellectual and research interests, to start developing your orals list (see below).
4. In Week X, based on your lesson plans, hand in a syllabus for an introductory undergraduate course on this period of 12 weeks, with 3 hour-meetings or 2 hour-and-20 minute-meetings a week. A final version of this will be due Dec 8.
5. In Finals Week, hand in a list of primary and secondary readings, with those for our class as a base, but supplemented according to your interests, for your oral exam, which will be given in Spring. Meet with me about this, and hand in the final list early next quarter.

Class Schedule

Additional handouts are possible. We will work in English translation, but you may read the originals too, bring them in, and raise questions for discussion. The Chinese Text Project is a reliable on-line source of classical texts.

Week Zero: Oct 2: Introduction

Li Feng, *Early China: A Social and Cultural History*

Look at the other textbooks (some are listed after the course schedule) and think about which to choose for your course.

Sources, chapter 1.

There will be no class in Week One.

II: Oct 16: *The Book of Odes*

Sources, pp. 37-40

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

Arthur Waley, trans. *The Book of Songs: The Ancient Chinese Classic of Poetry*. (You may also wish to look at James Legge, trans. with original text and commentary, *The She King, or the Book of Poetry*, at Ezra Pound's translation, etc.)

Optional: Martin Kern, "The *Odes* in Excavated Manuscripts," ONLY pp. 175-184, in Kern, ed., *Text and Ritual in Early China*.

Optional: Edward L. Shaughnessy, "From Liturgy to Literature: The Ritual Contexts of the Earliest Poems in the *Book of Poetry*," in his *Before Confucius: Studies in the Creation of the Chinese Classics*, pp. 165-196.

III: Oct 23: *The Book of Documents*

Michael Nylan, *The Five "Confucian" Classics*, chapter 3

Sources, pp. 24-37

Look through and choose one document to read carefully, xerox and bring in for everyone:

James Legge, trans. with original text and commentary, *The Shoo King, or the Book of Historical Documents*.

Optional: Sarah Schneewind, "Thomas Jefferson's Declaration of Independence and King Wu's First Great Pronouncement," in the *Journal of America-East Asian Relations* 19 (2012), 2-17. (on TED site)

IV: Oct 30: the Ritual Classics

Michael Nylan, *The Five "Confucian" Classics*, chapter 4

Sources, pp. 329-344

Look through and choose one section to read carefully and bring in for everyone:

James Legge, trans., *Li Ki: Book of Rites*

John Steele, trans. *Yili, The I-Li: Book of Etiquette and Ceremonial*

V: Nov 6: The *Book of Changes (Yijing)* and the *Chunqiu*

Michael Nylan, *The Five "Confucian" Classics*, chapters 5-7

Sources, pp. 183-189

Mu-chou Poo, *In Search of Personal Welfare: A View of Ancient Chinese Religion*

Optional: Edward L. Shaughnessy, "Marriage, Divorce and Revolution: Reading Between the Lines of the *Book of Changes*," in his *Before Confucius: Studies in the Creation of the Chinese Classics*, pp. 13-30.

For comparison: Charles MacKay, *Extraordinary Popular Delusions and the Madness of Crowds*, chapter on Fortune-Telling (pp. 281-303)

For reference: James Legge, trans., *The Ch'un Ts'ew*

Burton Watson, trans., *The Tso chuan: Selections from China's Oldest Narrative History*
Yijing has many translations

VI: Nov 13: Confucius and Mencius

(*Sources*, chapters 3 and 6)

Edward Slingerland, trans. *Analects*

Van Norden, trans., *Mengzi: With Selections from Traditional Commentaries*

For reference: Burton Watson, trans: *Xunzi: Basic Writings; Mo Tzu: Basic Writings; Han Feizi*

VII: Nov 20: Daoists, Legalists, and Empire

Sources, chapter 5, pp. 159-183, and chapter 7

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

Burton Watson, trans., *Chuang Tzu: Basic Writings*.

For reference: *Dao De Jing* has many translations

Burton Watson, trans., *Xunzi: Basic Writings; Mo Tzu: Basic Writings; Han Feizi*

No class November 27.

IX: Dec 4: K.E. Brashier, *Ancestral Memory in Early China*

X: Dec 11: Martin Powers, *Art and Political Expression in Early China*

Finals week: December 18: History in the Han

Sources, chapters 8 and 12

Grant Hardy, *Worlds of Bamboo, Worlds of Bronze*

Poke around in Sima Qian, *Records of the Historian* (Burton Watson translation), and/or in Sima Qian, *The First Emperor: Selections from the Historical Records* (Penguin, 2009)

Optional: Stephen Durrant, *The Cloudy Mirror: Tension and Conflict in the Writings of Sima Qian*

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 class) to 5 (1 hour 20 minute) points you want to make? It is possible to create a sentence by sentence narrative of a whole course. In planning, use full sentences instead of bullet points: state an idea, not a topic.
4. What is best done in lecture and what in discussion? You may want to cover some easy material in lecture and harder things in discussion, but sometimes vice versa.
5. Design exam questions each week that address EVERY major point you make; then you can combine or choose. 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.

Textbooks to consider: pick one of these (or another you find) for your syllabus and give the relevant pp. on it. I'd like a short explanation of why you chose whichever you chose.

Li Feng

Gernet, *A History of Chinese Civilization*

Valerie Hansen, *The Open Empire: A History of China to 1600* (new version is coming out)

Conrad Schirokauer, *A Brief History of Chinese Civilization*

Patricia Ebrey, *China* (Cambridge Illustrated History)

Harold Tanner, *China: A History*

John Fairbank et al., *East Asia*

Primary Source Collections 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

John Minford and Joseph S.M. Lau, eds., *Classical Chinese Literature: an Anthology of Translations*. New York: Columbia University Press, 2000.

Laurence G. Thompson, *The Chinese Way in Religion*

Donald Lopez, *Religions of China in Practice*

Patricia Ebrey, *Chinese Civilization: A Sourcebook* (2 editions)

Dun J. Li, *The Essence of Chinese Civilization*

Mark Csikszentmihalyi, *Readings in Han Chinese Thought*

Some Additional Readings for Consideration

The Cambridge History of Ancient China

Journal: *Early China*

Prehistory:

Anne Birrell, *Chinese Mythology: An Introduction* (1993)

Shang:

Herrlee Creel, *The Birth of China*

Minna Haapanen, "The Royal Consort Fu Hao of the Shang," in Kenneth J. Hammond, ed., *The Human Tradition in Premodern China*. Can be assigned.

David N. Keightley, *The Sources of Shang History*

Zhou:

John Wills, *The Mountain of Fame*, chapters on Confucius and other early figures

Herrlee Creel, *The Birth of China*, esp chapter on "The Decree of Heaven"

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

Li Feng, two books

Warring States and Qin:

H.G. Creel, "The Beginning of Bureaucracy in China: the Origin of the *Hsien*." *JAS* 23 (1964): 155-184.

Albert O'Hara, trans., *Lienu zhuan* (Biographies of Exemplary Women), in his *the Position of Woman in Early China* (or you could classify this as Han)

Laurence A. Schneider, *A Madman of Chu* with Chu Yuan, "Heavenly Questions," translated in Mair, *Columbia Anthology*, #148.

There's some good stuff on Qin law by Charles Sanft

Han:

Michael Loewe various short books, available in reprints from Hackett.

Cheng, Anne. "What Did It Mean to be a *Ru* Han Times?," *Asia Major* 3rd series, vol. 14, part 2 (2001): 101-118.

Brett Hinsch, *Women in Early Imperial China*