

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: 9/08/08

Department/Division proposing course: Modern and Classical Languages, Literatures, and Cultures

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number CHI 330

b. Title* Introduction to Chinese Culture, Pre-modern to 1840

*If title is longer than 24 characters, offer a sensible title of 24 characters or less: Intro Chin Cult, to 1840

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week..

- () CLINICAL () COLLOQUIUM (x) DISCUSSION () LABORATORY (x) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER - Please explain:

d. Please choose a grading system: [x] Letter (A, B, C, etc.) [] Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES [] NO [x] If YES, maximum number of credit hours:

g. Course description:

This course introduces students to premodern Chinese history, society, and culture up to 1840. Some of the major questions to be addressed include: Is "China" the oldest continuous civilization? Was it culturally and ethnically homogenous? Was Chinese traditional culture and society "patriarchal"? To what extent was the state successful in penetrating into the daily lives of individuals? Course assignments will include primary and secondary literature (entirely in English) as well as visual and material culture sources. No prior knowledge of Chinese history, culture, or language required.

h. Prerequisite(s), if any:

none

i. Will this course also be offered through Distance Learning? YES [] NO [x]

If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

- Internet/Web-based [] Interactive video [] Extended campus []

3. Supplementary teaching component: [x] N/A or [] Community-Based Experience [] Service Learning [] Both

4. To be cross-listed as: /

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Prefix and Number

printed name

Cross-listing Department Chair

signature

5. Requested effective date (term/year): Spring / 2009
6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: _____
8. Why is this course needed?
As an intergral component to China Studies and International Studies
9. a. By whom will the course be taught? Liang Luo
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
50
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
International Studies Students, and students fulfilling cross-cultural credit requirements, as well as those interested in China in general, will be drawn to this course.
12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? cross-cultural
- [†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: _____
16. Will adding this course change the degree requirements for ANY program on campus? YES NO

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If YES[†], list below the programs that will require this course:

[†]In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Doug Slaymaker Phone: 257-7557 Email: dslaym@uky.edu

20. Signatures to report approvals:

9-12-08
DATE of Approval by Department Faculty

THEODORE FIEDLER / Theodore Fiedler
printed name Reported by Department Chair signature

12/05/08
DATE of Approval by College Faculty

L. Bachas / [Signature]
printed name Reported by College Dean signature

01/20/2009
* DATE of Approval by Undergraduate Council

/
printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

/
printed name Reported by Graduate Council Chair signature

* DATE of Approval by Health Care Colleges Council (HCCC)

/
printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE MAJOR, DEGREE or PROGRAM: CHI 330

DATE FOR EPC REVIEW: Dec. 5, 2008

CATEGORY NEW CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

Anibal Biglieri

7. _____
A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

Date: 12/05/08

Course Proposal
Liang Luo
September 9, 2008
CHI 330

INTRODUCTION TO CHINESE CULTURE, PRE-MODERN TO 1840
Fall 2009

Course Description:

This course will provide a general orientation to pre-modern Chinese history, society, and culture up to 1840. Some of the major questions we will treat include: Is “China” the oldest continuous civilization? Was it culturally and ethnically homogenous? Was Chinese traditional culture and society “patriarchal”? To what extent was the state successful in penetrating into the daily lives of individuals? Course assignments will include not only reading primary and secondary literature (entirely in English); but they will also require students to analyze visual and material cultural sources. No assumed knowledge of Chinese history, culture, or language required.

Course Objectives (Student Learning Outcomes):

Upon completion of this course, students should be able to:

- Explain and demonstrate in writing that China has a long and diverse history, in which men and women of different ethnicity and diverse linguistic background have played a key role.
- Critically evaluate, analyze and integrate texts from a variety of periods and sources, and demonstrate an understanding of the complexity of existing debates in a historically informed way.
- Demonstrate in oral presentation and writing the ability to communicate and apply an understanding that many Western stereotypes about China have valid historical and cultural roots, however, they also over-simplify a vast inventory of culture that is constantly redefining itself.
- Apply their ability to conduct scholarly research in the humanities in general and in Chinese studies in particular in an interdisciplinary environment involving literary, historical, anthropological, sociological and other approaches.

Course Requirements:

Class participation is one of the most rewarding aspects of a humanities course. You must complete ALL of the assigned readings before class and participate in discussions in a meaningful way (i.e. asking questions or providing comments that indicate that you have completed and thought about the readings). Class attendance and participation are a significant part of your grade.

10% Attendance

20% Participation

20% weekly web response

20% In-class midterm examination

20% Final project

10% Final presentation

Grading scales:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

E: under 60 (failing grades)

Course Materials:

- (1) Readings posted on Blackboard.
- (2) D.C. Lau tr. *Mencius* (Penguin, 1970).
- (3) Moss Roberts tr., *Three Kingdoms: A Historical Novel* (Berkeley, 1999). [Be sure to get the abridged, paperback version, which is far cheaper than the other versions.]
- (4) Arthur Cooper tr. *Li Po and Tu Fu* (Penguin, 1973).

Week 1: Introduction and Neolithic History

Lecture 1: Course Introduction: Neolithic China from the Material and Linguistic Perspective

Readings:

- (1) Conrad Schirokauer and Miranda Brown, *A Brief History of Chinese Civilization*, 2nd edition (Wadsworth, 2006), Ch. 1: 1-24.

Week 2: Bronze Age China

Lecture 2: The Shang

Lecture 3: Ancient China in Transition

Readings:

- (1) Schirokauer and Brown, *Brief History*, Ch. 2: 24-49.
- (2) Theodore de Bary and Irene Bloom, *Sources of Chinese Tradition: From Earliest Times to 1600*, 2nd edition (New York: Columbia University Press, 1999), pp. 3-41.

Week 3: The Warring States, Part I

Lecture 4: Confucius and Mozi (Mo Tzu)

Lecture 5: Mencius

Readings:

(1) Burton Watson, *Basic Writings of Mo Tzu, Hsün Tzu, and Han Fei Tzu* (New York: Columbia University Press, 1964), Mozi/Mo-tzu: pp. 18-33; 39-49; 65-93.

(2) D.C. Lau tr. *Mencius* (Penguin, 1970).

Week 4: The Warring States, Part II

Lecture 6: Laozi (Lao Tzu), and Zhuangzi (Chuang Tzu)

Lecture 7: Xunzi (Hsün Tzu) and Han Feizi (Han Fei Tzu)

Readings:

(1) Burton Watson, *Basic Writings of Mo Tzu, Hsün Tzu, and Han Fei Tzu* (New York: Columbia University Press, 1964), Xunzi: 79-111; 157-172; Han Feizi: pp. 30-42; 84-89.

(2) Burton Watson, *Basic Writings of Chuang Tzu*, 31-63; 73-88; 131-140.

Week 5: The Rise of the Qin

Lecture 8: Backdrop to an Empire

Lecture 9: Cinematic Representations of the Qin and its Myths

Readings and viewing:

(1) Schirokauer and Brown, *Brief History*, ch. 3: 51-55.

(2) Yang Hsien-yi and Gladys Yang, tr. *Records of the Historian* (Beijing: Foreign Language Press, 1979), pp. 159-96.

(3): *The Emperor and the Assassin* (dir. Chen Kaige)

Week 6: Han History

Lecture 10: The Western Han

Lecture 11: The Eastern Han

Readings:

(1) Schirokauer and Brown, *Brief History*, ch. 3: 56-82

(2) Burton Watson, *Records of the Grand Historian of China* (Columbia, 1961), 1:1-86; 267-84; 319-322.

Week 7: The Eastern Han

Lecture 12: The Question of Unity

In-Class Midterm Examination

Readings:

(1) Roberts, *Three Kingdoms*.

Week 8: Cultural Perspectives on the Han

Lecture 13: Gender

Lecture 14: Medicine and Religion

Readings:

(1) Donald Harper, *Early Chinese Medical Literature: The Mawangdui Medical Manuscripts* (London: Kegan Paul, 1998), pp.400-425.

(2) Miranda Brown, "Sons and Mothers in Warring States and Han China, 453 BCE-220 CE," *NAN NUU: Men, Women and Gender in Early and Imperial China* 5.2 (2003): 137-69.

Week 9: Ethnicity in the Han

Lecture 15: Ethnicity

Library Research Workshop (meet at the Young Library)

Readings:

(1) Watson, *Records of the Grand Historian*, II: 155-193.

Week 10: The Six Dynasties

Lecture 16: The Six Dynasties social order

Lecture 17: Cultural life during the Six Dynasties

Readings:

(1) Stephen Bokenkamp, *Early Daoist Scriptures* (Berkeley: University of California Press, 1997) pp. 29-185.

Week 11: Buddhism

Lecture 18: Basics of Buddhism

Lecture 19: The Native Response to Buddhism

Readings:

(1) Schirokauer and Brown, *Brief History*, Ch. 4: 84-105.

Week 12: The Golden Age

Lecture 20: Tang and Song Chronology

Thanksgiving (no class)

Readings:

(1) Brown and Schirokauer, *Brief History*, Ch. 5: 106-134; ch.6: 135-167.

Week 13: Life under Foreign Rule

Lecture 21: Ethnicity in the Tang and Song Empires

Lecture 22: Literary Life

Readings:

(1) Marc Samuel Abramson, "Deep Eyes and High Noses: Physiognomy and the Depictions of Barbarians in Tang China," Nicola Di Cosmo and Don Wyatt, eds., *Political Frontiers, Ethnic Boundaries, and Human Geographies in Chinese History* (London: Routledge Curzon, 2003), pp. 119-159.

(2) Arthur Cooper tr. *Li Po and Tu Fu* (Penguin, 1973).

Week 14: Neo-Confucianism, Xenophobia, and the Mongol Threat

Lecture 23: Neo-Confucianism

Lecture 24: The Mongols and its Legacies

Readings:

(1) Schirokauer and Brown, *Brief History*, ch. 7: 168-189.

(2) Susan Mann and Yu-Yin Cheng, eds., *Under Confucian Eyes: Writings on Gender in Chinese History* (Berkeley: University of California Press, 2001), pp. 17-29; 47-70; 71-100.

Week 15: Final Presentations

Final project due before presentation