

The Golden Age of Chinese Culture
Syllabus, Fall 2009

I. Instructor and Time:

Instructor: Chi-chiang Huang, Professor	Class: TR 11:55 am-1:20 pm
Office: Stern Hall 207	Classroom: Stern Hall 201
Office hours: MWF 10:10-11:00 am	Contact: x3553; huang@hws.edu

II. Objective of the course:

China's rise to the forefront of world economy, politics, sports, and the continuing growth of Chinese economic and political power make it all the more important and relevant to the understanding of China's past, during which the Tang (T'ang) and the Song (Sung) dynasties (618-1279) were the most culturally dazzling periods, often referred to as China's Golden Age. This course aims to introduce the culture of this dynamic age, discussing the developments of both spiritual and material culture during this time and calling attention to the developments and formation of China's identity and pride, intellectual changes and renewal, political and social advances, cross-cultural contact and interaction, and the molding of East Asian civilization with China its center and driving force.

A wide array of social and cultural issues, including class stratification, gender relations, racial and ethnic tensions, and environment change that emerged along with cultural growth are also discussed. The ways by which the state dealt with these issues reflect the ruling elite's desire to maintain domestic order and peace, as well as the state's urge to reinforce national harmony and security. The discussion of these issues will span the temporal chasm between China's past and present, assess China's golden age, which occurred more than a millennium ago, vis-à-vis China's current state, and raise the attention to the process of "internationalization" and "globalization" during this time, when China brought Korea, Japan, Tibet, and Vietnam and other neighboring states under its umbrella. Questions regarding China's ability to continue its fast progress during and after the golden age are asked and discussed with reference to the similar questions about China's ability to sustain its rapid growth today and a few years or decades ahead.

This course addresses goals 1, 2, 6, 7 and 8 of the eight academic goals that HWS has set as requirements for students' completion of their course work. Given the nature of these goals, a substantial amount of readings will be assigned, although only three books are to be purchased for in-class use. It is hoped that students come away with a good knowledge of the multifaceted aspects of Chinese culture in the golden age and with some understanding of the impact of China's past on China in the 21st century, including its recent achievements and problems accompanying them.

III. Books to Purchase:

Lewis (2009a). *China between Empires*. Harvard University Press.

Lewis (2009b). *China's Cosmopolitan Empire*. Harvard University Press.

Dieter (2009). *The Age of Confucian Rule*. Harvard University Press.

IV. Suggested Readings:

- Adshead (2004). *T'ang China: The Rise of the East in World History*. Palgrave Macmillan.
- Benn (2004). *China's Golden Age: Everyday Life in the Tang Dynasty*. Oxford University Press.
- Ebrey (2006). *China: A Cultural, Social, and Political History*. Houghton Mifflin Company.
- Gernet (1968). *Daily Life in China on the Eve of the Mongol Invasion, 1250-1276*. Stanford University Press.
- Watson (1993). *The Columbia Book of Chinese Poetry: From Early Times to the Thirteenth Century*. New York: Columbia University Press.

V. Course Requirements and Grades

Two papers and six in-class quizzes are required for this class. A mid-term paper (7 pages minimum) is due by 10/8 and a final paper (10 pages minimum) is due by 5:00 pm, 12/16. Positive learning attitude is expected. Vigorous and informed participation in class discussions is encouraged and will be rewarded. The final grade is the sum of the following:

Mid-term paper: 30%

Final paper: 40%.

Quizzes: 15%

Attendance and class participation: 15%

VI. Attendance Policy:

Attendance policy is strictly enforced. Absences during the course are allowed only when acceptable reason or excuse is provided. A first unexcused absence will result in a reduction of a half letter grade for the course. A second unexcused absence will result in the reduction of one full letter grade. A third unexcused absence will result in the failure of the course. Award of a half letter grade will be given to those who have perfect attendance records.

VII. Paper Guidelines:

References and Citations for the mid-term and the final papers should follow *Chicago Manual of Style*. Footnotes are to be used when specific textual information is paraphrased or quoted verbatim. Failure to show references runs the risk of committing plagiarism, thus failing the class. Here is a brief explanation of how footnotes should be used.

1) When a book is quoted for the first time as note 1, show author, title, publisher, date, and page numbers as follows:

1. Adshead, S.A.M., *T'ang China: The Rise of the East in World History*. (New York: Palgrave Macmillan, 2004), pp. 1-19.

Note that the title is italicized or underlined and that the double "p" indicates multiple pages.

2) If the same book is quoted subsequently, indicate it as "*Ibid.*, p.#."

Note that “ibid” is italicized and that the single “p” indicates one page only.

3) If the same book is quoted again not subsequently but a few notes later, footnote should follow this format: author (date of book), p.#.

4) When a journal article is cited, footnote is as follows:

David Johnson., “The City-God Cult in T’ang and Sung China,” *HJAS* 45.2 (1985): 365-457.

Note that the title of the article is in quotations. The journal title, *Harvard Journal of Asiatic Studies*, is abbreviated as *HJAS*.

5) You can follow the citation method used in the. Although endnotes are used in those books, the citation style is similar to what is outlined above. The conspicuous difference is that footnotes are placed at the bottom of every page, whereas endnotes in the end of the essay. Remember footnoting in correct sequence and not restarting note 1 on every page, nor repeating any note number(s).

VIII. Academic Support: (from CTL)

A Note about the Center for Teaching and Learning (CTL): Hobart and William Smith Colleges encourages students to seek the academic collaboration and resources that will enable them to do their best work. Students who would like to enhance their study skills, writing skills, or other academic skills may visit the CTL web site at <http://www.hws.edu/academics/ctl/index.aspx> or contact the CTL at x3351.

Disability Accommodations: If you are a student with a disability for which you may need accommodations, you should self-identify and register for services with the Coordinator of Disability Services at the Center for Teaching and Learning (CTL), and provide documentation of your disability. Disability related accommodations and services generally will not be provided until the registration and documentation process is complete. The guidelines for documenting disabilities can be found at the following website: <http://www.hws.edu/disabilities>

Please direct questions about this process or Disability Services at HWS to David Silver, Coordinator of Disability Services, at silver@hws.edu or ext. 3140 for an appointment.

IX. Lectures and Readings:

Note:

1) The *Pinyin* Romanization system is used below. As a result, T’ang and Sung that appear in some of your textbooks should read Tang and Song respectively and Taoism should read Daoism. Refer to <http://www.loc.gov/catdir/pinyin/romcover.html> for the differences between the Wade-Giles system Romanization and the *Pinyin* system.

2) Some lecture topics are subjected to change whenever new teaching resources, such as new books and films, become available. All changes will be announced ahead of time on my Blackboard site.

3) Reading assignments are listed in the following order: author, year of the book published, and Chapter numbers, e.g., Lewis (2009a), Chapters 1 & 2.

Weekley Schedule: (subject to change whenever new teaching materials become available)

- 1st Week: 9/1 (T)-- *Introduction to the Course*
 9/3 (Th)— *China before the Golden Age*
 Dynasties and Geography,
 Lewis (2009a), Introduction & Chapter 1
- 2nd Week: 9/8 (T)— *Multistate and Multiculture*
 Lewis (2009a), Chapters 2 & 3
 9/10 (Th)— *Society and Rural Life*
 Lewis (2009a), Chapter 4
- 3rd Week: 9/15 (T)— *Lives in North and South*
 Lewis (2009a), Chapter 5
 9/17 (Th)— *Relations with the Outside world*
 Lewis (2009a), Chapter 6
- 4th Week: 9/22 (T)— *Kinship, Custom, and Festivals*
 Lewis (2009a), Chapter 7
 9/24 (Th)— *Religions and Literature*
 Lewis (2009a), Chapters 8 & 9 and Conclusion
- 5th Week: 9/29 (T)-- *The Rise of China: the Tang Empire*
 Lewis (2009b), Introduction and Chapter 1
 10/1 (Th)— *Regionalism within Unification*
 Lewis (2009b), Chapters 2 & 3
- 6th Week: 10/6 (T)— *Chang'an (the present-day Xi'an) and city life*
 Lewis (2009b), Chapters 4 & 5
 10/8 (Th)*— *Relations with the Outside World*
 Lewis (2009b), Chapter 6
- 7th Week: 10/13 (T)— Fall Recess, no class
 10/15 (Th)*-- *Change of Kinship*
 Lewis (2009b), Chapter 7
 *Mid-term paper due
- 8th Week: 10/20 (T)— *Religion and Material Culture*
 Lewis (2009b), Chapter 8
 10/22 (Th)-- *Literature and Art*
 Lewis (2009b), Chapter 9 and Conclusion
- 9th Week: 10/27 (T)— *The Tang-Song Transition*
 Kuhn (2009), Introduction and Chapter 1
 10/29 (Th)— *The Northern Song and the City of Kaifeng*
 Kuhn (2009), Chapters 2 & 9
- 10th Week: 11/3 (T)— *Self-Reflection and Reformation*
 Kuhn (2009), Chapter 3
 11/5 (Th)— *The Southern Song*
 Kuhn (2009), Chapter 4
- 11th Week: 11/10 (T)— *The Three Doctrines/Teachings*
 Kuhn (2009), Chapter 5
 11/12 (Th)— *Zhu Xi and the Confucian Revival*
 Kuhn (2009), Chapters 5-6
- 12th Week: 11/17 (T)— *Education and Examination*
 Kuhn (2009), Chapters 6-7
 11/19 (Th)— *City Life, Rituals, and Custom*
 Kuhn (2009), Chapter 7
- 13th Week: 11/24 (T)— *Relations with the Outside World*

Kuhn (2009), Chapter 8
11/26 (Th)—Thanksgiving Recess
no class

14th Week: 12/1 (T)— The Mongols Invasion and the Fall of the Song
Kuhn (2009), Chapter 8
12/3 (Th)— *Material Culture 1*
Kuhn (2009), Chapter 11

15th Week: 12/8 (T)--*Material Culture 2*
Kuhn (2009), Chapter 12 and Conclusion
12/10 (Th)—Last day of class
General Review, feedback, and course evaluation

Final paper due by 12/16, 5:00 pm.