



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste **current** course information from Class Search/Course Catalog.

Academic Unit CLAS Department School of International Letters and Cultures

Subject CHI Number 120 Title Introduction to Chinese Culture Units: 3

Is this a cross-listed course? Yes  
If yes, please identify course(s) SLC 120

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_  
Course description: Introduces geographical, historical, literary, and intellectual premises of Chinese culture.

**Requested designation:** Humanities, Fine Arts and Design-HU  
*Note- a separate proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
  - Mathematics core courses (MA)
  - Computer/statistics/quantitative applications core courses (CS)
  - Humanities, Fine Arts and Design core courses (HU)
  - Social and Behavioral Sciences core courses (SB)
  - Natural Sciences core courses (SQ/SG)
  - Global Awareness courses (G)
  - Historical Awareness courses (H)
  - Cultural Diversity in the United States courses (C)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

**Contact information:**

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**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Robert Joe Cutter Date: 9/18/12

Chair/Director (Signature):

## Arizona State University Criteria Checklist for

### **HUMANITIES, FINE ARTS AND DESIGN [HU]**

#### **Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [HU] CRITERIA</b>			
<b>HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2.</b> Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>3.</b> Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>4.</b> In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> Deepen awareness of the analysis of literature and the development of literary traditions.	
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		<ul style="list-style-type: none"> <li>• Courses devoted <b>primarily</b> to developing a skill in the creative or performing arts, including courses that are <b>primarily</b> studio classes in the Herberger College of the Arts and in the College of Design.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted <b>primarily</b> to developing skill in the use of a language – <b>However, language courses that emphasize cultural study and the study of literature can be allowed.</b></li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses which emphasize the acquisition of quantitative or experimental methods.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted <b>primarily</b> to teaching skills.</li> </ul>	

Course Prefix	Number	Title	Designation
CHI/SLC	120	Introduction to Chinese Culture	H U

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	This class helps students develop in-depth understandings of Chinese philosophies, religions, and major value systems through close readings and critical analysis of historical documents, philosophical treatises, and literary texts that span more than two thousand years in China. The exams are designed to incorporate prepared essays, in which students will trace developments of major philosophical, ethical, and moral issues.	The class comprises five parts: history, thought, science and technology, literature, and modernism/colonialism (syllabus p.1). All the reading materials (syllabus pp.5–7) in this class will engage students in critical thinking about humanistic issues such as key philosophical concerns, cardinal moral values in different periods, development of the individual identity, evolvement of literary traditions, etc.
2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Four of the five components (parts 1, 2, 3, 5) of this class are rich with evolving textual traditions that require in-depth analysis. Both the lectures and the recitation sessions aim to train students to develop their own critical perspectives based on close readings of the texts. Class activities include group discussions and short presentations.	Apart from class activities that aim to hone their critical skills, students are also required to write research essays (syllabus p.4) that closely analyze reading materials from Chinese history (premodern and modern), thought (philosophical and religious treatises), and literature. As the attached essay rubric shows, students will learn to develop thesis statements that are well supported by close analysis of texts.
3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	Two weeks of the class are devoted to the development of science and technology (part 4). Students will be encouraged to choose one particular object and trace its historical development. Class discussions will also touch on the spatial conception of the cosmos and the supernatural realm of existence.	For the critical essay assigned for this part of the class, students are encouraged to trace the development of a particular technology focusing on a specific object, such as agricultural tools, vehicles for transportation, weapons, artifacts, etc.

<p>4.</p> <ul style="list-style-type: none"><li>a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</li><li>d. Deepen awareness of the analysis of literature and the development of literary traditions.</li></ul>	<p>The class devotes three weeks to studying the development of Chinese thought, which includes both philosophy and religion. Two other weeks are devoted to the study of Chinese literature. In addition, six weeks are devoted to Chinese history, both premodern and modern.</p>	<p>The textbook that I use for studying history (Valerie Hansen's <i>The Open Empire</i>, syllabus p.2) is particularly rich with historical documents from various textual traditions (including anecdotal traditions and literary writings). Students will therefore learn to think about history in terms of extant textual representations. Both the philosophy and literature parts of the class (syllabus pp.2–3) will vigorously train students to develop skills in interpreting texts to achieve better comprehension.</p>
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CHI/SILC 120  
School of International Letters and Cultures  
Arizona State University  
Fall 2012

## INTRODUCTION TO CHINESE CULTURE

Instructor: Xiaoqiao Ling

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Teaching assistant: Jennifer Bussio

E-mail: [Jennifer.Bussio@asu.edu](mailto:Jennifer.Bussio@asu.edu)

Lecture time/location: Tuesday 6–8 pm, Tempe LL 104

Recitation sessions: 1) W 3–3:50pm, Tempe LL 108; 2) Th 6–6:50pm, Tempe LL 150; 3) M 3–3:50pm, Tempe LL 108

Office hour: M, W, F 2:00-3:00pm & by appointment

Office: 423 Durham Hall (LL)

This course aims to help students “enter the gate” of China’s long and complex civilization by providing them with basic knowledge of the common geographical, historical, literary, scientific and intellectual premises of a continental-size country with significant regional differences. By focusing on the overarching facts and premises, the course will provide insights on what it means to be “Chinese” in both pre-modern and modern times, and, through contrast and comparison, increase students’ understanding of other human cultures in the world. A student will not emerge from the experience as an expert on things Chinese. But his/her curiosity concerning one or more of the topics should be piqued, to the point of wanting to explore different aspects of Chinese civilization further. By focusing on a cultural production that is unbroken for 3000 years, the course will examine the literary output, intellectual premises, and socio-economic fabric that make up the oldest continuous culture in the world. The course aims to bring an awareness of China to students, through which they can examine their own and other's cultural assumptions.

### 1. Course Description and Goals

The course is divided into main lectures and group discussions in lab sessions. Students will cover assigned readings before coming to the lectures and engage in class discussions. Lab sessions will focus on more specific, in-depth discussions of topics of interest to students. This is also a reading and writing intensive class. Both main lectures and lab sessions will cover research methods, writing formats and skills.

The course is composed of five units covering the following aspects of Chinese culture:

- (1) History
- (2) Thought
- (3) Science and Technology
- (4) Literature
- (5) Modernism and Colonialism

C-1  
C-2  
C-3  
C-4

The first four units focus primarily on the premodern as an enduring experience that culminates in China's entry into global culture in the 21st century, the conclusion of the course. For each unit of the course, students will be given a schedule that specifies the topics and reading assignments for each meeting. Students will be expected to have read the required readings before coming to class. All lectures, assignments, quizzes, and examinations will be in English, and no previous knowledge of China is assumed.

Upon completing the course successfully, a student is expected to:

- Have a basic understanding of Chinese culture and be able to undertake further study with a solid foundation;
- Possess knowledge of Chinese civilization's key concepts and issues;
- Be able to distinguish the distinctive cultural and institutional features of China in the context of the formation of other cultures in East Asia;
- Comprehend the art of critical thinking and solid argument, which are the hallmark of a humanistic education;
- Be able to express their conclusions and opinions in clear and articulate English academic prose;
- Know how to exchange ideas in an environment of respect and open-mindedness.

## 2. Grade

Required papers, quizzes, and mid-term and final exams add up to a final percentage score of 100%. Final scores will be calculated as follows:

In-class exams	30%	(In-class exams, a mid-semester 15% and a final 15%.)
Exam essays	20%	(Prepared essays that are due at the time of in-class exams.)
Short essays	40%	(10% each.)
Quiz	10%	(Given at the beginning of each Tuesday lecture)

Based on the percentage scores, the final letter grades are awarded in the following scale:

97 to 100	.....	A+
93 to 96	.....	A
90 to 92	.....	A-
87 to 89	.....	B+
83 to 86	.....	B
80 to 82	.....	B-
75 to 79	.....	C+
70 to 74	.....	C
60 to 70	.....	D
Below 60	.....	E

## 3. Required texts

C-4 a.

- Hansen, Valerie. *The Open Empire: A History of China to 1600*. New York: Norton, 2000.
- Mair, Victor H ed. *Hawai'i Reader in Traditional Chinese Culture*. Honolulu: University of Hawai'i Press, 2005. Blackboard.



C-4 d.

- Shaughnessy, Edward ed. *China: Empire and Civilization*. Oxford: Oxford University Press, 2005. Blackboard.
- Owen, Stephen. *An Anthology of Chinese Literature: Beginnings to 1911*. Cambridge, Mass.: Harvard University Press, 1996. Blackboard.
- Roberts, J.A.G. *A Concise History of China*. Cambridge, Mass.: Harvard University Press, 1999. Blackboard.

#### 4. Ground Rules and Policies

(1) Attendance: Attendance is mandatory. Participations in class discussions help you develop a better understanding of the class material, and formulate ideas for essay assignments.

(2) You must read the assigned materials before class. The class lectures and discussions will not repeat but will reflect the themes of the readings. Examinations will cover both lectures and readings (See **Schedule** for reading assignments and topics for each class.)

(3) No make-up quizzes or examinations are given. Late assignments are accepted with penalty (minus 10% per day of the full score, e.g., 10 points will be taken off per day for a 100-point assignment). Occasional “rewriting” opportunities to improve the grade may be given for assignments when they contain good ideas but need more work to be completed.

(4) There is zero tolerance for academic misconduct in this class. Any behavior of academic dishonesty, once established, will be reported to the College and an XE grade will be given. A general guideline can be found at <https://provost.asu.edu/index.php?q=academicintegrity>. Since the major portion of requirements is done in written essays, it is important to know how to research a topic: how to gather information, to quote evidence, to critically review other people’s opinions and primary materials to form a coherent and original project. Students will receive regular feedback on their writing, and the art of writing will be discussed in class.

(5) Cell phones should be turned off, or set to “silent” mode, before class. Use of computers in class should be limited to note taking (i.e. no web-browsing, messaging or e-mail checking). Violation of this policy will adversely affect your grade.

(6) Special Needs: If you are in need of special accommodation for assignments or exams, please communicate this to the instructor at the beginning of the semester to assure that your needs are met. In order to guarantee the necessary accommodation, you must present documentation from the Disability Resource Center, located in Mathews Center.

(7) Problems: If anything is interfering with your work in the course, talk to me immediately. Problems can be addressed, but the end of the semester is too late to do so.

(8) Always be respectful to others in class. This is a very important requirement in taking this class, where we discuss cultural differences and learn about other cultures. It is important to create an atmosphere of respect so that ideas can be shared in a way that encourages enjoyment of ideas and challenges.



## 5. Quiz

There is a short quiz at the beginning of each lecture. Quiz questions will cover the entirety of the assigned readings. Please make sure you show up promptly for the quiz. There is no make-up quiz for those who come in late or are absent from the lectures.

## 6. Short Essays

C-2 There are four required short essays for this class (please see **Schedule** for due dates). Students will print out their essays and turn them in at the beginning of the lecture on Tuesdays. Essays must be typed in Times New Roman, size 12, double-spaced with one-inch margins, covering 4–5 pages. Your essay should focus on a particular question, and your thesis proposes ways to answer the question. Grading is composed of two categories: analysis and delivery.

**Analysis (70%): a)** Strength of your thesis (e.g., depth and relevance of your question, comprehensiveness of supporting materials; proactive attentions to possible counter-arguments; the range of examples cited, etc.) **b)** Effectiveness in developing your argument (e.g., proper employment of supporting examples, logical development of thesis, concluding remarks that show how you step back to examine your writing from a larger perspective, etc.).

**Delivery (30%): c)** Quality of prose (e.g., flow of language or absence of awkwardness; precision in diction and phraseology; conformity to grammatical and stylistic conventions, etc.).

## 7. Exams

Two exams are given in this class, a mid-term and a final. Each of these exams consists of two parts: an in-class exam (100 points) and prepared essays (100 points). Note that mid-semester and final exams count 30% of your entire grade (15%, respectively), and the essays count 20% of your entire grade (10%, respectively).

In-class exam: An in-class exam evaluates the students understanding and knowledge on the reading and discussion. The questions mostly ask for short answers (definition, terminology, identification, map, etc.), multiple choice questions, and short-paragraph essays. They are based directly on the reading, factual information, or general understanding of the class materials.

C-1 Prepared essays: In addition to regular in-class exams, students are given essay questions (usually two, approximately 800–1000 words in answer), which they will prepare before the exam. These questions will not be given out until 48 hours before the exam, and students will print out their answers and turn them in at the exam time.

## Schedule

C-1  
C-2

2. Aug 28. General Overview and the Beginning of Chinese Civilization
  - Organization and general introduction
  - The writing system and the oracle bones (recommended reading: Hansen, *Open Empire*, pp. 20–34; 42–53.)
3. Sep 4. **History:** Construction of the Chinese Empire
  - Hansen, *Open Empire*, pp. 103–123 (starting with “China’s First Emperor,” ending with “Han Views of the Afterlife.”)
  - Hansen, pp. 126–143 (starting with “The Han Dynasty under Emperor Wu,” ending with “A Pictorial History of the Empire: Wu Liang’s Tomb.”)
4. Sep 11. **History:** From Early Medieval China to China’s Golden Age
  - Hansen, pp. 144–145 (“The Rise of the Organized Daoist Church”)
  - Hansen, pp. 153–154 (“China’s Religious Landscape”)
  - Hansen, pp. 170–175 (starting with “Contact between India and China,” ending with “The Seven Treasures.”)
  - Hansen, pp. 191–211 (starting with “China’s Golden Age,” ending with “Commoners.”)
  - Hansen, pp. 221–227 (starting with “The An Lushan Rebellion and its Aftermath,” ending with “Visual and Literary Depictions of the An Lushan Rebellion.”)
5. Sep 18. **History:** Material Culture and China’s Steps towards the Early Modern Age
  - **Short Essay 1 Due in Class**
  - Hansen, pp. 261–293 (starting with “Coming to Terms with Money,” ending with “Shrines to Worthies.”)
  - Hansen, pp. 315–320 (starting with “The Rise of the Jurchen,” ending with “The Humiliating Peace with the Jin, or Diplomacy by Corpse.”)
6. Sep 25. **History:** The Mongols and Ming’s Continuing the War Against the Mongols
  - Hansen, pp. 338–347 (starting with “Chinggis Khan’s Rise to Power,” ending with “The World of Fantasy: Marco Polo.”)
  - Hansen, pp. 371–384 (starting with “The Ming Founder and the System he Designed,” ending with “The End of the Voyages.”)
  - Hansen, pp. 393–407 (starting with “Matteo Ricci in China,” ending with “The Second Commercial Revolution of the Ming Dynasty.”)

C-1  
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C-4 a.

7. Oct 2. **Thought:** Confucius, Mencius, Xunzi

- Mair, pp. 45–50 (“Confucius and the Birth of Chinese Philosophy”). Blackboard.
- Mair, pp. 56–62 (“Mencius's Defense of Confucianism”). Blackboard.
- Mair, pp. 121–129 (“Xun Zi and the Confucian Way”). Blackboard

8. Oct 9. **Thought:** Legalism, Mohism, and School of the Military

- **Short Essay 2 Due in Class**
- Mair, pp. 51–55 (“The Challenge of Mo Zi”). Blackboard.
- Mair, pp. 137–142 (“Han Fei Zi and His Antecedents”). Blackboard.
- Mair, pp. 113–120 (“The *Methods of War* of Sun Wu and Sun Bin”). Blackboard.

9. Oct 16. Fall Break.

10. Oct 23. **Thought:** Taoism

- Mair, pp. 78–86 (“The Tradition of the *Taode jing*”). Blackboard.
- Mair, pp. 87–95 (“Zhuang Zi”). Blackboard.

C-3

11. Oct 30. **Science and Technology:** Men and the Cosmos

- Shaughnessy, pp. 166– 181 (“Technology and Science”). Blackboard.
- Shaughnessy, pp. 120–135 (“The Harmony of Heaven and Earth”). Blackboard.

12. Nov 6. **Science and Technology:** Ghosts, Spirits, Healing, and Medicine

- **Short Essay 3 Due in Class**
- Shaughnessy, pp. 136–145 (“The Realm of Ghosts and Spirits”). Blackboard.
- Shaughnessy, pp. 148–165 (“Healing and Medicine”). Blackboard.
- Shaughnessy, pp. 182–183 (“Paper, Printing, and Publishing”). Blackboard.

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C-2  
C-4 d.

13. Nov 13. **Literature:** The Lyrical and Narrative Traditions

- Owen, pp. 30–31 (“*The Classic of Poetry: Airs*” and “Fishhawk”). Blackboard.
- Owen, pp. 34–36 (beginning with “Correspondences,” ending with “Dead Roe Deer”).
- Owen, pp. 312–316 (“Tao Qian”). Blackboard.
- Owen, pp. 397–398 (“Li Bo”) and pp. 403–404 (“poems almost of this world”).
- Owen, pp. 307–310 (“Liu Yi-qing, from *New Stories and Tales of the Times*”).
- Owen, pp. 856–879 (“Lang-xian, ‘Censor Xue’”). Blackboard.

C-1  
C-2  
C-4 d.

14. Nov 20. **Literature:** The Performance Traditions

- *Rescriptor-in-Waiting Bao's Clever Trick: The Record of the Chalk Circle*. Blackboard.
- Shaughnessy, pp. 204–211 (“The Performing Arts”). Blackboard.

15. Nov 27. **Colonialism and Modernism:** The Manchu Empire and Early Republican Period

- **Short Essay 4 due in class**
- Roberts, *A Concise History of China*, pp. 162–205. Blackboard.

C-1

16. Dec 4. **Colonialism and Modernism:** The Mao Era and the Post-Mao Era

- Roberts, *A Concise History of China*, pp. 239–299. Blackboard.

17. Dec 11. **Post-colonialism:** China Today

- Do your own research on China today and report in class.

CHI 120 Essay Rubric

**CONTENT (70 pts. Possible)**

Thesis: /15

Does the paper have a clear, identifiable thesis?

Does the thesis ask the question in a new or interesting way?

Use of Supporting Evidence: /15

Does the paper cite examples or facts to support the thesis?

Is the supporting information relevant and related to the thesis?

Does the supporting evidence build up the argument in a logical fashion?

Use of Outside Sources: /15

Does the paper cite sources outside those provided in class?

Does the author properly evaluate secondary sources?

Critical Analysis: /15

Does the paper demonstrate clear signs of critical thinking?

Is supporting information explained and placed within a larger discourse?

Are conclusions supported by the evidence?

Do conclusions summarize your thesis and put the essay in a larger perspective?

Fulfills Assignment: /10

Does the paper address the topic assigned?

**TECHNICAL REQUIREMENTS (30 pts. Possible)**

Meets length requirement: /5

Is the paper too short or long?

Double-spaced, 12 pt Times New Roman font, 1" margins: /5

Spelling, Grammar and Style: /20

Is the paper free of spelling and grammar errors?

Is the prose awkward or unclear?

Do the paragraphs flow from one to another?

Is the language used appropriate for an academic setting?

Does the paper follow proper essay format (i.e., introduction, body paragraphs, conclusion)?

Table of Contents 1

Valerie Hansen,

*The Open Empire: A History of China to 1600,*

(New York: Norton, 2000)



THE  
OPEN  
EMPIRE

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A HISTORY OF CHINA  
TO 1600

VALERIE HANSEN



W. W. Norton & Company  
New York • London

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Victor H. Mair ed.

*Hawai'i Reader in Traditional Chinese Culture,*

(Honolulu: University of Hawai'i Press, 2005)

# Hawai'i Reader in Traditional Chinese Culture

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Edited by

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Stephen Owen,

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