

**Images of China**  
**History 201: The Historian's Craft**  
**University of Wisconsin-Madison**

**Department of History**  
**Fall Term 2013**  
**T & TH 1:00-2:15**  
**Humanities 1221**

**Professor Shelly Chan**  
**T 2:30-4:30 & by appointment**  
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**Humanities 4120 Box 4015**

**Description**

This course introduces the historian's craft of research and writing and satisfies the Comm-B General Education Requirement. It guides students in the critical analysis of five dominant images of China from the thirteenth century to the present: **prosperity** (Marco Polo); **moral example** (Jesuit missionaries); **exoticism** (Chinoiserie); **threat** ("yellow peril" and "red scare"); and **tradition** (martial arts movies). It explores how these images (visual and textual) revealed a long history of exchange between China and the world, mutually influenced the politics, culture and economies of those involved, and were often contradictory and shifting. Topics include trade, religion, art, migration, war, and globalization.

To help students think like historians, this course instructs in the following areas:

- 1. Asking Questions:** Develop the habit of asking historical questions, including questions that may generate new directions for historical research.
- 2. Finding Sources:** Learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.
- 3. Evaluating Sources:** Determine the perspective, credibility, and utility of source materials.
- 4. Developing and Presenting an Argument:** Use sources appropriately to create, modify, and support tentative conclusions and new questions.
- 5. Planning Further Research:** Draw upon preliminary research to develop a plan for further investigation.
- 6. Communicating Findings Effectively:** Make formal and informal, written and oral presentations tailored to specific audiences.

**Texts**

The following required books are available at the University Bookstore and College Library Reserves. Additional readings (marked with \*) will be provided to you electronically.

Mary Ann Rampolla, *A Pocket Guide to Writing in History*. Seventh Edition. Bedford/St. Martin's, 2012.

D. E. Mungello, *The Great Encounter of China and the West, 1500-1800*. Fourth Edition. Rowman & Littlefield, 2013.

Dong Wang, *The United States and China: A History from the Eighteenth Century to the Present*. Rowman & Littlefield, 2013.

## Requirements

Attendance and Participation	20%
Reading Discussion	10%
Research & Writing Exercises	60%
Oral Presentation	10%

**Attendance and Participation:** Be alert, engaged, and thoughtful. Use of electronic devices is restricted to classroom-related activities (please!). You will be evaluated on both the quantity and quality of your contributions. Students with more than two unexcused absences will automatically receive zero for this requirement.

**Reading Discussion:** Sign up to lead discussion on one segment's reading with two other students. After giving a brief summary of the reading, you should provide a list of provocative questions or a creative activity to help the class critically examine a particular image of China.

**Research and Writing Exercises:** Complete five papers ranging from 2 to 7 pages including ungraded rough drafts. In addition to closely following the instructions given to you, each final piece must be clearly written, convincingly argued, and complete with citations. You are also responsible for reading a classmate's draft and offering suggestions for improvement. Because revision is the key to good writing, your grade will be taken down a notch for each missed draft. All drafts and final papers must be presented in printed copy.

**Oral Presentation:** Share findings from your research. Include appropriate visual aids—maps, pictures, tables, etc. You have 15 minutes to cover research questions, sources, evidence, and argument. Answer questions from the audience after you finish.

Because of the high volume of writing assignments, **no late submissions** will be accepted. Please discuss with me in advance any accommodations that you might need. You are responsible for material covered in any missed class or sent via email to your UW account.

## Schedule

The course is divided into five segments of three weeks each to examine an image of China. Each segment includes time for lectures, discussion, research, drafting, revising, and presentations. Try to plan your tasks accordingly.

Week 1: Sept. 3 & 5

Sept. 3: Course introduction. Meet your classmates.

How to take notes. Chinese geography, language, and chronology.

*Image 1: Prosperity*

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**R&W Exercise (5%):** What is in an “image”? How may historical sources reveal and conceal information at the same time? Based on assigned reading, write a 2-page paper to discuss Marco Polo’s widely reproduced image of China and its problems. What should the critical historian be aware of? At the library orientation, find a book or article that may address the issues that you identify and explain your choice.

**Reading:** Rampolla, 1-35; Spence, 1-18\*; de Rachewiltz, “F. Wood’s *Did Marco Polo go to China? A Critical Appraisal*”

<https://digitalcollections.anu.edu.au/bitstream/1885/41883/1/Marcopolo.html>;

Sept. 5: Marco Polo, Medieval Venice, and Mongol China

How to ask historical questions. Sign up for reading discussion and oral presentation.

Week 2: Sept. 10 & 12

Sept. 10: Library session I with Lisa Saywell, Memorial Library Room 231

Sept. 12: **Reading Discussion**

Week 3: Sept. 17 & 19

Sept. 17: How to formulate an argument, cite sources, and give an oral presentation. Review a classmate’s rough draft.

Sept. 19: Turn in revised paper. **Presentations**

*Image 2: Moral Example*

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**R&W Exercise (10%):** In a 3-page paper, analyze a primary source by Jesuit missionary Matteo Ricci provided to you by drawing on assigned reading and one additional secondary source that you find. What was Ricci’s perception of China? How did others in China and Europe respond to his approach? What made these exchanges possible?

**Reading:** Mungello, 1-90; Rampolla, 36-76

Week 4: Sept. 24 & 26

Sept. 24: The Jesuits, Age of Exploration, and Ming China

Sept. 26: Matteo Ricci and his 1602 world map

Week 5: Oct. 1 & 3

Oct. 1: Writing Center instruction: how to structure a paper and offer feedback.

Oct. 3: **Reading Discussion**

Week 6: Oct. 8 & 10

Oct. 8: How to write effectively. Review a classmate's rough draft.

Oct. 10: Turn in revised paper. **Presentations**

*Image 3: Exoticism*

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**R&W Exercise (10%):** Imagine you are a Chazen museum docent who offers public tours of the Chinese porcelain exhibits. Based on assigned reading and three secondary sources that you find, write a text of 3-5 pages to help visitors appreciate the porcelains in a global historical perspective. You may choose to focus on the porcelains made in China or Europe. Who were the producers? Who demanded the products and why? What does the circulating history of Chinoiserie tell us about Chinese and European societies?

**Reading:** Mungello, 91-163; Rampolla, 77-97

Week 7: Oct. 15 & 17

Oct. 15: Chinoiserie in 18-century Europe

Oct. 17: Field Trip to the Chazen Museum

Week 8: Oct. 22 & 24

Oct. 22: Library session II with Lisa Saywell, Memorial Library Room 231

Oct. 24: **Reading Discussion**

Week 9: Oct. 29 & 31

Oct. 29: How to analyze objects and photographs. Review a classmate's rough draft.

Oct. 31: Turn in revised paper. **Presentations**

*Image 4: Threat*

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**R&W Exercise (15%):** Write a 5-page paper discussing three primary sources from the Wisconsin Historical Society library that represent the "yellow peril" or "red scare" images. Based on assigned reading: 1) compare and contrast the images; and 2) provide the relevant questions and contexts to interpret their meanings and importance.

**Reading:** Wang, 21-95, 123-219; Rampolla, 98-149

Week 10: Nov. 5 & 7

Nov. 5: Yellow Peril and Red Scare in 19<sup>th</sup>-20<sup>th</sup> century U.S.

Nov. 7: Visit to the Wisconsin Historical Society I

Week 11: Nov. 12 & 14

Nov. 12: Visit to the Wisconsin Historical Society II

Nov. 14: **Reading discussion**

Week 12: Nov. 19 & 21

Nov. 19: How to analyze newspapers and government documents. Review a classmate's rough draft.

Nov. 21: Turn in revised paper. **Presentations**

*Image 5: Tradition*

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**R&W Exercise (20%):** In an essay of 5-7 pages, evaluate to what extent the film *Crouching Tiger, Hidden Dragon* represents a unique tradition from "China." Make sure that you pay attention to different aspects of the production. How different is it from others in the martial arts genre as well as other types of Hollywood action movies? What contributed to its international success? You must base your argument on three additional secondary sources that you find.

**Reading:** Wang, 245-330; Christina Klein, "*Crouching Tiger, Hidden Dragon: A Diasporic Reading*"\* and Kenneth Chan, "The Global Return of the Wu Xia Pian (Chinese Sword-Fighting Movie): Ang Lee's *Crouching Tiger, Hidden Dragon*." \*

Week 13: Nov. 26 & 28

Nov. 26: Martial arts cinema (kungfu and wuxia). Film Screening: *Crouching Tiger, Hidden Dragon*. Directed by Ang Lee (2000, 120 min).

Nov. 28: Thanksgiving. No class.

Week 14: Dec. 3 & 5

Dec. 2: Screening continued

Dec. 4: Guest Lecture: David Bordwell, Professor of Film Studies (To be confirmed). **Reading discussion**

Week 15: Dec. 10 & 12

Dec. 9: How to analyze films. Review a classmate's rough draft.

Dec. 11: **Presentations**

**Revised paper is due in my mailbox 4015 on Monday December 16 at 12 pm.**

## Rules and Policies

**Professional Conduct:** Treat your classmates and professor with respect and courtesy in all in-person and email communications. Please address me by my professional title, i.e. Professor, not Miss. Come to every class fully prepared to contribute – do your reading, review your notes, avoid doing anything that may distract you and others, etc.

**Commitment to Excellence:** Always do your best work. Take charge of your learning and be each other's partners in research and writing. Please feel free to discuss with me any questions you may have about the course.

**Academic Integrity:** Submit original work with complete citation in the Turabian/Chicago Manual Style. Failure to properly quote, cite, or paraphrase a source is a serious offence known as "plagiarism." This includes those who do so unknowingly or unintentionally (see Rampolla, 98-149).

## Grading Scale

<b>A</b>	93-100%	Exceptional, exceeding all course requirements.
<b>AB</b>	88-92%	Strong, exceeding most course requirements.
<b>B</b>	83-87%	Good, competently meeting all course requirements.
<b>BC</b>	78-82%	Fair, competently meeting most course requirements.
<b>C</b>	70-77%	Satisfactory, meeting all course requirements.
<b>D</b>	60-69%	Mostly satisfactory, meeting some course requirements.
<b>F</b>	0-59%	Fail, barely meeting any course requirements.