



**HIST103 Introduction to East Asian History: China  
2020 Fall**

Instructor: Zhijun Ren (zhijun.ren@wisc.edu)

Lectures: Tuesdays & Thursdays 2:30pm-3:45pm. Online

Office hours: Wednesdays 2:30pm-4:30pm. Online

TA: Lin Ye (ylin385@wisc.edu)

Office hours: Wednesdays 10:00am-11:00am. Online

**Course Description**

This course is designed to survey the 3000 years of Chinese history. In addition to the study of historical events, this course will also emphasize the unique trajectories and general trends of social, cultural, and intellectual developments in China. We will examine both the internal unfolding of what became “China” and what shaped China externally.

Students will be introduced to both historical and contemporary China and guided to understand China through primary historical sources and pop-culture in mass media.

This is a time of unprecedented uncertainties that are equally challenging for all of us. As the instructor of this course, I strive to create a supportive, productive and inclusive learning environment for all my students. Please do not hesitate to communicate with me for any concern, stress, challenge or difficulty in your learning process.

Requisites: None

**Course Learning Outcomes:**

The goal of this course is to achieve a basic understanding of the historical origins of Chinese society, government, and culture. We will also work on developing important historical skills, including asking

questions, finding and evaluating sources, developing and presenting an argument, and planning further research.

**Course Credit Hour Policy:**

The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor: student meeting times, reading, writing, library visits, and other student work as described in the syllabus.

**Evaluations:**

- Attendance and participation in lectures and discussion sections: 20%
- Midterm, Oct. 13<sup>th</sup>: 20%
- Primary source analysis, Oct. 29<sup>th</sup>: 15%
- Annotated bibliography and thesis proposal, Nov. 12<sup>th</sup>: 15%
- Research paper, Dec.8<sup>th</sup>: 30%

The major writing assignments represent different stages of writing a research paper. They are intended to break a longer writing process into shorter and manageable compartments. Together they provide hands-on training in gathering and evaluating primary and secondary sources, formulating a thesis statement, and making arguments. Students will be given further information on the writing assignments.

**Grading Scale**

A 93-100% Exceptional

AB 88-92% Strong

B 83-87% Good

BC 78-82% Fair

C 70-77% Satisfactory

D 60-69% Partially Satisfactory

F 0-59% Fail

**Required texts:**

Please note: students are not expected to recount every detail of these readings, especially the longer ones. The students are, however, expected to discern and familiarize themselves with the major historical events and figures discussed in the readings, and the overall thrust of the pieces. This will prepare you for the lectures, which will be conceptual and thematic in nature.

- Valerie Hansen. *The Open Empire: A History of China to 1800*. (W. W. Norton & Company; 2nd edition, 2015)
- Jonathan D. Spence. *The Search for Modern China*. (W. W. Norton & Company; 3rd edition, 2012)

### **Weekly schedule:**

#### Week01—Sept. 3

- Introduction to the course

#### Week02—Sept. 8-10

- geography and dynasties: locating and periodizing the historical China. Hansen, p.15-54
- the genesis of Chinese thought: the classic period of Warring States and Spring/Autumn. Hansen, p.55-96

#### Week03—Sept. 15-17

- The first unification of China: From Zhou to Qin. Hansen, p.97-111

#### Week04—Sept. 22-24

- the Great Unification and expansion of China under Han. Hansen, p.112-150
- the fall of Han: Three Kingdoms and North-South dynasties.

#### Week05—Sept. 29-Oct.1

- Reunification: Sui and Tang. Hansen, p.191-220
- cosmopolitanism under Tang. Hansen, p.221-258

#### Week06—Oct. 6-8

- Urbanization and commercialization: Song. Hansen, p.259-298
- the Northern dynasties: Liao, Jin and Mongol. Hansen, p.299-334

#### Week07—Oct. 13-15

- **Midterm exam**
- the Mongol conquest of China: Yuan. Hansen, p.335-368

#### Week08—Oct. 20-22

- The rise of Ming. Hansen, p.369-386
- Almost modern and capitalist: urban culture in late Ming. Hansen, p.387-408. Spence, p.7-25

Week09—Oct. 27-29

- Ming in the East Asian world and the rise of Manchu. Spence, p.26-48
- Ming-Qing transition: wars and orders. **(Primary source analysis due)**

Week10—Nov. 3-5

- Building the golden age: early to high Qing. Spence, p.49-116
- Qing in the world. Spence, p.117-136

Week11—Nov. 10-12

- Opium and gunboat: the fall of the old order and the modernization efforts: late Qing. Spence, p.137-215
- Founding the first republic in Asia: the end of imperial China and the 1911 Revolution. Spence, p.216-294 **(Annotated bibliography and thesis proposal due)**

Week12—Nov. 17-19

- May the 4<sup>th</sup> be with you: society, politics, and the New Culture Movement. Spence, p.300-333
- World War II in China: War of Resistance against Japanese Aggression. Spence, p.403-473
- Civil war: nationalism and communism

Week13—Nov. 24-26 (Thanks Giving Day, no class)

- Founding new China: revolution and reform since 1949. Spence, p.514-573

Week14—Dec. 1-3

- from the Cultural Revolution to reforms and opening-up. Spence, p.574-654
- China embraced the world: globalization and neo-liberalism. Spence, p.712-748

Week15—Dec. 8-10

- revisiting the historical and contemporary China **(Final research paper due)**

**Research Paper and Plagiarism**

Please refer to the history department's essay writing guide for detailed instructions on argumentative writing and research with primary sources:

<https://history.wisc.edu/undergraduate-program/the-history-lab/history-lab-writing-guides/>

The History Lab is a resource where expert PhD students work with you and your history/history of science projects 1-on-1. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff will help you sharpen your skills and become a more successful writer. Visit their website <https://history.wisc.edu/undergraduate-program/the-history-lab/>. early and often to schedule an appointment with a Lab TA or to find writing tips, guides, and resources.

Please also consult “Acknowledging, Paraphrasing, and Quoting Sources”. Prepared by our writing center, to familiarize yourself with the proper format of quotation. The pdf document is downloadable at [https://writing.wisc.edu/Handbook/Acknowledging\\_Sources.pdf](https://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf)

It is the responsibility of all students to clearly understand and abide by the university’s rules regarding plagiarism. All violations will be immediately reported to the administration. Please refer to the library's information page for details: <https://www.library.wisc.edu/services/instructional-services/plagiarism/>

### **Course Evaluations**

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

UW-Madison now uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

### **Diversity and Inclusion:**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status,

abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

**Accommodations for Students with disabilities:**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Academic Integrity:**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

## Chronology of Chinese Dynasties and Historical Periods

### Prehistorical Period

Neolithic ca. 8000 BCE-2000 BCE

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### Three Dynasties (Sandai, or the Pre-Imperial Period)

Xia ca. 21st - 16th c. BCE

Shang ca. 1600 - 1045 BCE

Zhou 1045 - 256 BCE

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### Early Imperial Period

Qin 221 - 206 BCE

Han 206 BCE - 220 CE

Three Kingdoms and the Age of Division 220-581 CE

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### Middle Imperial Period

Sui 581 - 618 CE

Tang 618 - 907 CE

Five Dynasties 907-960 CE

Song 960 - 1279 CE

Yuan 1279 - 1368 CE

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### Late Imperial Period

Ming 1368 - 1644 CE

Qing 1644 - 1911 CE

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### Post-Dynastic Period

Republic of China 1911-1949 CE

People's Republic of China 1949-present