

LAH 350/ANS 320 SPRING 2011

China's Great Wall and Silk Road Literature:
The "Barbarian" Influences on Chinese Culture
TTh 2-3:30 p.m.
Mezes 2.202

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- This course is open to all upper-division Liberal Arts College students who have a GPA of 3.5 or higher. No previous background in Chinese language, culture or literature is required. [All lectures, discussion and readings in English.]

Office Hours:* Tuesdays 12:30-1:30 p.m.; 3:30-4:30 p.m.
Thursdays 12:30-1:30 p.m.

***No appointment necessary (please see me regarding appointments outside of scheduled office hours)**

Course Description

This course will examine some key concepts and genres in the Chinese cultural and literary tradition that were greatly shaped by foreign non-Chinese rule and influence, as represented by the iconic Great Wall and the Silk Road. Course emphasis will be given to the literary fruits that were borne through empire expansion, war, and through extended periods of "foreign" non-Chinese rule, in particular the Yuan Dynasty under Mongol rule. These literary records also reflect travel through regions along the Great Wall and explorations made possible by the Silk Road. Readings, lectures, and in-class and online discussions will focus on formative texts such as travelogues and other personal histories, frontier and border literature, and the great dramas/operas that emerged under Mongol rule.

Course Grade Based On:

**There is no final exam in this course*

- I. 15% *Class and online discussion, participation and "preparedness" (including in-class informal writing)* *Including a Class Attendance Policy*
- II. 40% *Reading and Discussion Questions – Weekly 1-2 page Response Writings*
- III. 30% *Two 8-10 page Papers (topics related to Oral Presentations, see below)*
- IV. 10% *Two Oral Presentations (15-20 minute formal presentations)*
- V. 5% *"Journal" writing throughout the term (on Blackboard) – Reading "notes" and pre-draft ideas (Evaluated CR/NC)*

Required Texts for Class Discussion:

Wilt L. Idema and Stephen West, eds. with Introduction, *Monks, Bandits, Lovers and Immortals – Eleven Early Chinese Plays* (Hackett, 2010)

Susan Whitfield, *Life Along the Silk Road* (University of California Press, 1999)

Required for Background Reading and Individual Research Projects:

J.I. Crump, *Chinese Theater in the Days of Kublai Khan* (rpt. Michigan, 1990)
Mark Edward Lewis, *China's Cosmopolitan Empire – The Tang Dynasty* (Harvard, 2009)
Julia Lovell, *The Great Wall – China Against the World 1000 B.C. - A.D. 2000* (Grove, 2006)

Oral Presentation Topics from selected readings below in consultation with instructor; other readings may be added to accommodate student interest

For Individual Presentation/Project:

Shiamin Kwa and Wilt L. Idema, *Mulan: Five Versions of a Classic Chinese Legend, with Related Texts* (Hackett, 2010)
Edward H. Schafer, *The Golden Peaches of Samarkand – A Study of T'ang Exotics* (University of California Press, 1985)
Jonathan Spence, *The Chan's Great Continent – China in Western Minds* (Norton, 1999)
Michael Sullivan, *The Three Perfections: Chinese Painting, Poetry and Calligraphy* (Revised edition: George Braziller, 1999) [out of print – available at Paradigm Books, 24th and Guadalupe]
Jack Weatherford, *Genghis Khan and the Making of the Modern World* (Crown, 2004)
Stephen H. West and Wilt L. Idema, eds. and trans. with Introduction, Wang Shifu, *The Story of the Western Wing* (California, 1995)
Sally Hovey Wriggins, *The Silk Road Journey with Xuanzang* (Icon Editions, Westview, 2004)

Consult For Historical Background for Projects:

Patricia Buckley Ebrey, *Cambridge Illustrated History – China*, 2nd ed. (1996; Cambridge, 2010)
Colin Mackerras, ed. *Chinese Theater – From Its Origins to the Present Day* (Hawaii, 1983)
Frances Wood, *The Silk Road – Two Thousand Years in the Heart of Asia* (University of California Press, 2002)

Recommended:

On the Qing Dynasty under Manchu Rule:
Jonathan D. Spence, *The Memory Palace of Matteo Ricci* (Penguin, 1985)

Historical Background:

Richard J. Smith, *China's Cultural Heritage – The Qing Dynasty, 1644-1912* (2nd ed.; Westview Press, 1994)

Course Expectations

- **This course will be graded on the Plus/Minus system.**
- There is no written final exam for this course.
- *Late assignments will be deducted by half a grade for each day past the due date. No assignments will be accepted after the last day of classes (5/6/11). Your final course grade will be based on work completed up to this date.*
- **Laptop Use Policy** – Classroom Laptop use for taking notes related to this course only. Please submit an agreement form by Week 3 if you are planning on using a laptop in class for “notetaking.” Please download the agreement form from the Blackboard course site. Laptop activities unrelated to this course will lead to dismissal from class (and marked as an absence for that day). **Repeat offenders will result in a filing of a report of academic problems.**
- **Other Electronic Devices (Cell phone, Blackberry, I-Phone, etc.) Use Policy** – **All devices must be turned off during class.** Any use of these devices, including texting, websurfing, etc. will lead to dismissal from class (and marked as an absence for that day). **Repeat offenders will result in a filing of a report of academic problems.**
- There is a class attendance policy for this course.

Class Participation, Discussion and Attendance (15%)

- **There is a class attendance policy for this course.**

Attendance is vital for success in this course and I value your contribution to class discussion. As well, lectures will be vital for background on historical context and schools of thought, and flesh out ideas and concepts for discussion, all of which cannot be replaced by reading on your own.

ATTENDANCE POLICY – More than 3 absences, your final class participation/discussion grade will be deducted half a grade (e.g. A- to B+); additional half grades deducted for each additional 2 absences. (e.g. after 5 absences, A- to B; after 7 absences, A- to B-)

Religious Holidays – Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time **after** the **instructors at least fourteen days prior to the classes scheduled on dates you will be absent** to observe a religious holy day.

- *Class and online discussion, participation and “preparedness.”*

Discussion is essential for an understanding and appreciation of the literature. I have selected translations that read well in English as well as reflecting the Chinese original appropriately, if not always precisely. Both verbal and written forms of expression are emphasized in this course. Be prepared for discussion of assigned reading by Tuesday class sessions. In-class writing will take place at the start of most class sessions.

- *Informal Writing / Leading Discussion**

*There is no make-up for in-class informal writing.

Informal “free-writing” and “list-writing” will jumpstart many discussions. I strongly encourage you to be on time for class as some of the informal writing will take place at the beginning of class for only a few minutes; some informal writing inspired discussion will be online on Blackboard Discussion Board. These will be collected and read but not assigned a formal grade. However, these will be tabulated toward your overall informal writing grade.

Writing – Informal and Critical Writing, Discussion Questions (70%)

The reading of literature is incomplete without the writing about one’s understanding of the literature at a given moment. The appreciation of literature is incomplete without the experience of creating one’s own voice. In this course, we will be writing about literature and writing some literature ourselves. In addition to informal writing in class and online, there will be formal writing assignments.

On matters of research and exploration of topics, I encourage you to make use of the UT library and its many resources. Website: <http://www.lib.utexas.edu/students/>

On matters of writing at any stage, I encourage you to consult with me and/or make liberal use of the University’s Writing Center. <http://www.utexas.edu/cola/centers/uwc>

- *Reading and Discussion Questions – Weekly Response Writings (40%)*

Submit Response Writings in .doc or .docx files on Blackboard under Assignments. Allow for technical problems and wait time in meeting the deadline. All assignments due Fridays at 11:59 p.m. There is no make-up for Reading and Discussion Questions. Late submissions will not be accepted for credit.

Each week’s Discussion Questions are worth 10 points. There is no make-up of Reading/Discussion Questions but your lowest score (including 0 for one missed) will be dropped in the final tabulation of your average.

Formulated “Discussions Questions” based on the material covered in class and background reading will be handed out most Thursdays, with your “response writings” due Friday on Blackboard “Assignments.” You will be expected to develop these discussion questions into concise but thoughtful responses (attached doc or docx files, between 1-2 pages, typed, double-space). You are not expected to be exhaustive or comprehensive in scope.

Some questions will be factually based, some will be geared toward your response to the lecture and readings, with an eye toward your individual papers. These discussion question responses are exercises in developing your ideas and observations, with the expectation that these will evolve into refined components of your papers. I would like you to regard all informal writing as ongoing drafts, therefore you are NOT expected to focus on WRITTEN PRESENTATION (organization, clarity, usage of English) nor to have formal introductions or conclusions. Rather, the focus is on

thinking, analysis, and brainstorming in written form, and evaluation will be based on CONTENT.

- *Critical Formal Academic Writing (30%)*

Submit Papers in .doc or .docx files on Blackboard under Assignments. Allow for technical problems and wait time in meeting the deadline. All Essays due at 11:59 p.m. of due date.

- **Section I Paper** (8-10 pages, typed, double-space, including Citation), due Friday 3/11/11 or 3/25/11 (depending on your presentation time) (15%)
- **Section II Paper** (8-10 pages, typed, double-space, including Citation), due Friday 5/6/11 (15%)

Select a defined topic from the text of your choice in each Section. Analytical and critical thinking and will be the focus for these papers. Develop your observations and ideas into a thoughtful review of the literature, appending relevant ideas, interpretations, information, etc. from lectures, background reading, etc, as well as some additional research. View this critique as a point of thoughtful and analytical departure, rather than as a block of mere description. Support your observations and analysis with specific examples from the texts. How you define the parameters of this framework is up to you, and should reflect you in voice and in taste. Your individual presentations are designed to be a complementary piece in the process of in-depth discussion, critical thinking and writing.

I look to your paper to reflect thoughtful observations and clear analysis regarding your chosen topic; incorporate relevant ideas and works from background reading, in-class and online discussion, lectures, and some additional research. Last but not least, your paper should reflect something of your interest and inspiration as a reader of literature.

Footnotes or endnotes are required. Citation formatting guidelines are posted under Blackboard (See Course Documents.) **Plagiarism will not be tolerated and consequences will include failure of assignment and may lead to failure of the course. Serious breaches of academic integrity will be reported.**

I expect you to proof your work carefully and to hand in final essays with minimal errors in spelling, punctuation, and grammar.

Each paper will be assessed two separate grades, equally evaluated on the following:

Content	Discussion of topic (including assimilation of research, background reading, discussion, lectures), expression of ideas and opinions, observations, etc.
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Written Presentation Organization, clarity of expression of ideas and opinions, proper usage of English (mechanics of spelling, punctuation, grammar)

Oral Presentations / Lead Discussant on 2 Sections (10%)

- **TWO** Powerpoint Presentations and Lead Discussant work on your selected Paper topic (15-20 minute presentations/discussion, depending on class size).
- Please sign up for two presentations, one in Section I (The Great Wall) and one in Section II (The Silk Road). See Schedule Outline below.

Sign-up sheets will be available in class after Week 2. The process of preparing an oral presentation of one's ideas is an integral part of developing ideas and refining observations. A prepared oral presentation is an excellent exercise in abstracting the essence of one's ideas, basically "getting to the point," and supporting one's point with meaningful examples. The process in preparing the oral presentation is also designed to assist you in the refining stages of your paper. Your presentation/lead discussant work will be based on the main focus of your paper. (See Oral Presentation Guidelines on Blackboard.)

Your presentation will be evaluated on **Content and Oral Presentation**. You will not be assessed on oratory skills but a well-spoken and well-timed presentation will greatly contribute to a communication of your ideas. As well, oral presentations are always good practice for something you will be called upon to do at some point in your life and career, long after you leave the classroom.

Content Discussion of topic (including assimilation of research, background reading, discussion, lectures), expression of ideas and opinions, observations, etc.

Oral Presentation Organization, clarity of expression of ideas and opinions; effective use of Powerpoint presentation

Journal Writing on Blackboard (5%)

Evaluated Credit / No Credit.

The reading of literature and criticism is incomplete without the appreciation of literature, and this appreciation is an incomplete experience without "jotting" one's ideas as one reads. In this journal, I would like you to go beyond academic notetaking and post entries (no more than one "screenful" or "box") that delve into questions both large and small, and your personal responses to the readings. Think of these journal musings along the lines of a "Book Club" discussion.

SCHEDULE OUTLINE

Detailed class and reading assignments (including pieces for focus and background reading) will be posted/handed out for each section and posted on Blackboard under Course Documents. All sections will be supplemented by lecture outlines, notes and, in some cases, translations by instructor.

Required Texts For Class Discussion:

Plays: Idema and West, *Monks, Bandits, Lovers, and Immortals – Eleven Early Chinese Plays*
Silk Road: Whitfield, *Life Along the Silk Road*

Weeks 1-2 (1/18) Introduction to the Chinese Realm
– The Non-Chinese Influences on Chinese “Tradition”

SECTION I – THE GREAT WALL

Weeks 3-7 (2/1) Section I – The Great Wall
Discussion of Readings from “Plays”
Background Reading from:

J.I. Crump, *Chinese Theater in the Days of Kublai Khan*
Julia Lovell, *The Great Wall – China Against the World 1000 B.C. - A.D. 2000*

Week 8 (3/8) Section I Student Presentations and Discussion from:
Shiamin Kwa and Wilt L. Idema, *Mulan: Five Versions of a Classic Chinese Legend, with Related Texts*
Stephen H. West and Wilt L. Idema, eds. and trans. with Introduction, Wang Shifu, *The Story of the Western Wing*

- PAPER 1 DUE BY 11:59 P.M. FRIDAY 3/11/11 on Blackboard Assignments

Week 9 (3/15) SPRING BREAK – no classes

Week 10 (3/22) Section I Student Presentations and Discussion from:
Jonathan Spence, *The Chan’s Great Continent – China in Western Minds*
Michael Sullivan, *The Three Perfections: Chinese Painting, Poetry and Calligraphy*
(Revised edition)
Jack Weatherford, *Genghis Khan and the Making of the Modern World*

- PAPER 1 DUE BY 11:59 P.M. FRIDAY 3/25/11 on Blackboard Assignments

SECTION II – THE SILK ROAD

Weeks 11-14 (3/29) Section II – The Silk Road
Discussion of Readings from “Silk Road”
Background Reading from:

Mark Edward Lewis, *China’s Cosmopolitan Empire – The Tang Dynasty*

Weeks 15-16 (4/26) Section II Presentations and Discussion from:
Edward H. Schafer, *The Golden Peaches of Samarkand – A Study of T’ang Exotics*
Sally Hovey Wriggins, *The Silk Road Journey with Xuanzang*

- PAPER 2 DUE BY 11:59 P.M. FRIDAY 5/6/11 on Blackboard Assignments

NOTE – There is no final exam in this course. No assignments will be accepted after the last day of classes (5/6/11).

Use of Blackboard

This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys.

You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notifications of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are **not** an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date.

- Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 a.m. to 6 p.m., so plan accordingly.

The UT Library

The UT Library system offers resource help and many services in support of your course work. The following link is tools and support for Undergraduate Students: <http://www.lib.utexas.edu/students/>

The Undergraduate Writing Center

The Undergraduate Writing Center provides individual, professional advice on all aspects of writing to UT undergraduates on a drop-in basis or by appointment. Location: Flawn Academic Center 211, 471-6222.

Writer's Advice Line: free and open to everyone Email your brief query or call at 475-VERB.
Website: <http://www.utexas.edu/cola/centers/uwc>

IMPORTANT INFORMATION ON UNIVERSITY POLICIES

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

University Electronic Mail Notification Policy

(Use of E-mail for Official Correspondence to Students)

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Note: if you are an employee of the University, your e-mail address in Blackboard is your employee address.

Documented Disability Statement

Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 – voice or 471-4641 – TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. For more information: <http://deanofstudents.utexas.edu/ssd/providing.php>