

Course Title	: China in World History
Course Code	: CCC 8014
Recommended Study Year	: Second Year
No. of Credits/Term	: 3
Mode of Tuition	: Lecture plus tutorial
Class Contact Hours	: 3 hours per week
Category in Major Prog.	: Required Common Core Course for All Majors
Prerequisite(s)	: None
Co-requisite(s)	: None
Exemption Requirement(s)	: N/A

Brief Course Description

This common core course focuses on China's political, economic and cultural interactions with the rest of the world from ancient times to the present, and the impact of such contacts on both China and the world. Through analyzing some important historical events and topics grouped under four major themes, the course will examine China's changing relations with the major regions of the world, China's contacts with the other parts of the world, the changing mutual perceptions of China and the rest of the world, and comparisons of Chinese practices and institutions and those of other regions.

Aims

This course will introduce the students to scenarios of global encounters that had significant historical impact. For students who have never taken any history course before, it provides a basic introduction to Chinese and world history. For students who have studied Chinese history, world history, or both, in high school, it provides stimulating clues to help them integrate Chinese history and world history. It attempts to prompt the students to examine historical events from multiple perspectives and to examine current events from a historical perspective.

Learning Outcomes

- a) Demonstrate a basic understanding of China's historical relations with the other regions of the world;
- b) Demonstrate an understanding of the historical context that has helped to shape the contemporary world;
- c) Demonstrate an understanding of the ways in which different civilizations and cultures have interacted with each other;
- d) Demonstrate an understanding of historical causation;
- e) Analyze primary sources within their historical context;
- f) Evaluate and construct historical arguments;
- g) Write and speak effectively in English.

Indicative Content

Position: China in the Global Political-economic System

1. China among Equals (Song)
2. China and the Mongol World

3. Tributary System and the Chinese World Order
4. China and the World System (Colonialism, Cold War, etc.)

Contacts: Movement of People, Ideas, Goods, Technology

1. Silk Road & Maritime Silk Road
2. Spread of Religions/Doctrines (Buddhism, Judaism, Islam, Christianity, Confucianism)
3. Jews, Muslims, Westerners in China and Overseas Chinese

Perceptions: Chinese Perceptions of the World and Non-Chinese Perceptions of China

1. From the Middle Kingdom to the Three Worlds: Chinese Perceptions of the World
2. Changing Western Perceptions of China

Comparison (3 of the themes):

1. Comparative Empires (e.g., Roman & Han)
2. Comparative Feudalism
3. Comparative Revolutions
4. Comparative Communism/Socialism
5. Different ways of viewing and managing nature
6. Different ways of approaching knowledge and technological advance

Teaching Method

Lectures (two hours per week) will provide students with overviews of the basic themes of the course, while tutorial discussions (one hour per week) will help students to learn to analyze written sources. The team-teaching approach will be adopted when feasible based on available staffing.

Measurement of Learning Outcomes

Learning Outcome	Quizzes	Short essays	Longer Essay	Tutorial Participation
Demonstrate a basic understanding of China's historical relations with the other regions of the world	X			
Demonstrate an understanding of the historical context that has helped to shape the contemporary world	X			X
Demonstrate an understanding of the ways in which different civilizations and cultures have interacted with each other	X	X	X	X
Demonstrate an understanding of historical causation		X	X	X
Analyze primary sources within their historical context		X	X	X
Evaluate and construct historical		X	X	

arguments				
Write and speak effectively in English		X	X	X

Assessment

100% continuous, with the following breakdown:

2 quizzes @ 20%	40%
Short essay	15%
Long essay	25%
Tutorial participation	20%

Readings:

Suggested overview:

Paul Ropp. *China in World History*. Oxford, 2010.

Weekly tutorial readings (these may change over time, gradually, depending on experience):

1. Morris Rossabi, *China Among Equals: The Middle Kingdom and Its Neighbors, 10th-14th Centuries*. University of California Press, 1983 (**excerpt**); Herbert Franke, "Treaties between Sung and Chin," in *Etudes Song. In memoriam Etienne Balazs* (Paris: Mouton, 1970), pp.55-84; David Curtis Wright, *From war to diplomatic parity in eleventh-century China : Sung's foreign relations with Kitan Liao* (Leiden ; Boston : Brill, 2005), pp.74-77.

2. Jack Weatherford. *Genghis Khan and the Making of the Modern World*. Broadway Books, 2005.

3. Louise Levathes. *When China Ruled the Seas*. Oxford University Press, 1994 (**excerpt**); Wade, Geoff. Southeast Asia in the Ming Shih-lu: An Open Access Resource. 2005. Web. <http://www.epress.nus.edu.sg/msl/> (**excerpt**); Ma Huan. Ying-Yai Sheng-Lan: The Overall Survey of the Ocean's Shores [1433]. Trans. John Vivian Gottlieb Mills from the Chinese text edited by Feng Cheng-Chün; with introductory notes and appendices by the translator. (Hakluyt Society extra series, no 42). Cambridge: Cambridge University Press for the Hakluyt Society, 1970 (reprint edition Bangkok: White Lotus Co. Ltd., 1997).

4. Robert Marks. *The Origins of the Modern World: A Global and Environmental Narrative from the Fifteenth to the Twenty-First Century*, Third Edition. Rowman & Littlefield Publishers (**excerpt**).

5. Liu Xinru, *The Silk Roads: A Brief History with Documents*. Bedford/St. Martin's, 2012 (**excerpt**)

6. Readings TBA ("spread of religions" unit)

7. Richard Foltz, "Judaism and the Silk Route." *The History Teacher*, Vol. 32, No. 1 (Nov., 1998), pp. 9-16; (**Need additional secondary source; need primary source**).

8. Readings TBA ("Chinese perceptions of the world" unit)

9. Colin Mackerras. *Western Images of China*. Oxford University Press, 1989 (**excerpt**); Marco Polo excerpt

10-12. TBA (depends on which "comparison" topics are chosen)

Additional readings may be selected from among the following:

S.A.M. Adshead. *China in World History*. 3rd edition. Palgrave, 2000.

Thomas Barfield. *The Perilous Frontier: Nomadic Empires and China 221 B.C. to AD 1757*. Wiley-Blackwell, 1992.

Jerry Bentley. *Old World Encounters*. Oxford University Press, 1994.

King C. Chen. *China and the Three Worlds: A Foreign Policy Reader*. M.E. Sharpe, 1979.

James Defronzo. *Revolutions and Revolutionary Movements*. Westview Press, 2011.

Homer H. Dubs, "A Roman Influence upon Chinese Painting." *Classical Philology*, Vol. 38, No. 1 (Jan., 1943), pp. 13-19.

John King Fairbank, ed. *The Chinese World Order*. Harvard University Press, 1968.

Louise Levathes. *When China Ruled the Seas*. Oxford University Press, 1994.

Liu Xinru, *The Silk Road in World History*. Oxford, 2010..

Roy Medvedev. *China and the Superpowers*. Basil Blackwell, 1986.

Steven Mosher. *China Misperceived*. Harper Collins, 1990.

Anthony Reid & Zheng Yangwen, eds. *Negotiating Asymmetry: China's Place in Asia*. University of Hawaii Press, 2009.

Barry Sautman and Yan Hairong, "Friends and Interests: China's Distinctive Links with Africa." *African Studies Review*, Volume 50, Number 3 (December 2007), pp. 75-114.

Wilfred H. Schoff, "Navigation to the Far East under the Roman Empire." *Journal of the American Oriental Society*, Vol. 37 (1917), pp. 240-249.

Jonathan Spence. *To Change China*. Penguin Book, 1980.

Jonathan Stock, "A Historical Account of the Chinese Two-Stringed Fiddle Erhu." *The Galpin Society Journal*, Vol. 46 (Mar., 1993), pp. 83-113.

J. Thorley, "The Silk Trade between China & the Roman Empire at Its Height, 'Circa' A. D. 90-130." *Greece & Rome*, Second Series, Vol. 18, No. 1 (Apr., 1971), pp. 71-80.

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

Sally Hovey Wriggins. *The Silk Road Journey with Xuanzang*. Westview Press, 2004

Rubrics for CCC8014 China in World History

Quiz rubric (type 1)

Short answers: 10 points each (x 3)

A: 9-10	The answer contains no significant inaccuracy. It provides enough information to explain (as appropriate) “who or what,” “where,” and “when”; it concretely conveys a wider context that demonstrates the importance of the term in question.
B: 8	The answer contains no significant inaccuracy. It provides enough information to explain (as appropriate) “who or what,” “where,” and “when”; it conveys a wider context that demonstrates the importance of the term in question, but it may do so vaguely.
C: 7	The answer is mostly accurate, but may contain a significant inaccuracy. It provides enough information to explain (as appropriate) “who or what,” “where,” and “when,” but it may do so somewhat vaguely or incompletely. It fails to convey an appropriate wider context.
D: 6	The answer may contain <u>some</u> meritorious concrete detail, but it either contains multiple significant inaccuracies or is too short to provide enough information to explain (as appropriate) “who or what,” “where,” and “when.” It leaves out multiple essential details and fails to convey an appropriate wider context.
High F: 4-5	The answer may contain <u>some</u> meritorious concrete detail, but it either contains multiple inaccuracies or is too short to provide enough information to explain (as appropriate) “who or what,” “where,” and “when.” Virtually every essential detail is missing from the answer, and the answer fails to convey an appropriate wider context.
Low F: 0-3	The answer is entirely or almost entirely inaccurate or without meaningful content.

(over)

Essay: 70 points

A: 63-70	This essay highlights the significant points of the primary source (e.g., its argument or purpose, as appropriate); it explains clearly and thoroughly how the primary source illuminates wider themes of world history; it provides ample concrete examples; it does not contain inaccuracies. The essay is highly focused and does not contain extraneous information.
B: 56-62	This essay highlights significant points of the primary source; it explains how the primary source illuminates wider themes of world history, but it may omit a significant theme; it provides some concrete examples, but not enough to demonstrate an exceptional mastery of course material. The essay may contain minor inaccuracies or a small amount of extraneous information.
C: 49-55	The essay solidly describes the primary source, but may tend toward vagueness; it connects to some of wider themes of world history, but does so in a vague way; it has little concrete detail. The essay may contain minor inaccuracies or a significant amount of extraneous information.
D: 42-48	The essay provides a basic summary of the primary source. It shows some slight hint of engaging with major themes of world history, but does not do so with any concrete detail. The essay contains significant inaccuracies and significant amounts of extraneous information.
High F: 28-41	The essay provides a basic summary of the primary source, but little beyond that. The essay is silent on wider themes of world history, or contains major inaccuracies, or it consists almost entirely of extraneous information.
Low F: 0-27	The essay is incoherent or virtually incoherent, with virtually no concrete detail; alternately, it provides substantial detail but it is almost entirely incorrect. An essay that can at least adequately summarize the primary source would not receive a score this low, even if the student can provide no additional detail.

These descriptors are “ideal types.” Essays that are solidly characteristic of one of the descriptors above will normally be awarded a score right in the middle of one of the grade ranges: e.g., a solid B is a 59 and a solid C is a 52. Essays that exhibit some characteristics from one of the descriptors, and some characteristics of another descriptor will be awarded a borderline or intermediary grade: e.g., essays that exhibit some characteristics of an A and some characteristics of a B would be awarded a score around the border, say a 62 or a 63. In some cases, an essay may exhibit, e.g., some characteristics of an A and other characteristics of a C: in that case, a score in the B range is appropriate.

Essay rubric

Traits	Excellent/ Very good (points)	Very Good/ Good (points)	Satisfactory (points)	Marginally satisfactory (points)	Unsatisfactory (points)
Conception and articulation of argument (30%)	Paper has a clear thesis that is analytically interesting and creative, plausible, and is historically falsifiable; the analysis has impressive depth (27-30 points)	Paper meets most of the criteria listed in the column to the left, but is lacking in one or more of them—or accomplishes all of them at a slightly lower level than excellence (24-27 points)	Paper has an identifiable thesis, but it may be a bit mundane or uninteresting, and not particularly creative; the analysis is superficial (21-24 points)	Paper has an identifiable thesis, but it is not analytically interesting, plausible or historically falsifiable; there is little analysis (18-21 points)	Paper lacks any clear thesis and little to no analysis (0-18 points)
Use of supporting evidence (30%)	Paper provides ample evidence in support of its thesis, with no extraneous detail; evidence is well-connected to the thesis; documentation is clear (27-30 points)	Paper provides significant amounts of supporting evidence, well-connected to the thesis; some detail is extraneous; documentation is mostly clear (24-27 points)	Paper provides supporting evidence, but less than is needed to make the argument; there is a significant amount of extraneous detail; documentation is incomplete or unclear (21-24 points)	The details of the paper relate very thinly to a main argument; the evidence is poorly documented (18-21 points)	Paper provides little to no evidence in support of a main argument; most evidence provided is undocumented (0-18 points)
Organization and integration (30%)	All paragraphs relate to the thesis in a clear manner; individual paragraphs have a clear focus; there are clear transitions between paragraphs or ideas; the order in which the ideas are presented makes sense (27-30 points)	Nearly all paragraphs relate to the thesis in a clear manner; all or most individual paragraphs have a clear focus; there are generally clear transitions between paragraphs or ideas; the order in which the ideas are presented makes sense (24-27 points)	Most paragraphs relate to the thesis in a clear manner, most individual paragraphs have a clear focus, and the order in which the ideas are presented generally makes sense; but there are often unclear transitions between ideas (21-24 points)	Most paragraphs relate to the thesis in a clear manner, most individual paragraphs have a clear focus; it is often unclear why ideas are presented in their particular order, and there are often unclear transitions between ideas (18-21 points)	The paper is extremely disorganized to the point that the order in which ideas are presented appears virtually random (0-18 points)
Communication/ presentation (10%)	Paper displays excellent English language skills, with few mistakes, and is easily understandable (9-10 points)	Paper contains several fairly minor errors, but the writing is clear and understandable (8-9 points)	Paper contains several minor errors and/ or a few major ones; the writing is mostly clear but may be difficult to understand in places (7-8 points)	Paper contains numerous writing errors that are serious enough that the paper is very difficult to understand (6-7 points)	Paper contains an unacceptably large number of writing errors, major or minor, to the point of making it difficult or impossible to understand (0-6 points)
Total=100%	90-100 (A)	80-89.9999 (B)	70-79.9999 (C)	60-69.9999 (D)	0-59.9999 (F)

Class Participation Rubric (Tutorials)

Presence Total 50 points	Present <input type="checkbox"/> 50 points	Absent <input type="checkbox"/> 0 points
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Participation	Very Good/ Outstanding	Good	Marginally Satisfactory	Poor	Inadequate
Participation Total 50 points	<p>Actively participates; comments are on topic, show a critical understanding of the assigned readings, and meaningfully connect the assigned readings to lectures or other assigned readings from previous tutorials.</p> <p><input type="checkbox"/> 45 points <input type="checkbox"/> 50 points</p>	<p>Actively participates; comments are on topic, and show a basic but satisfactory understanding of the arguments developed in the assigned readings. The comments do not meaningfully connect the reading under discussion to other readings or lectures.</p> <p><input type="checkbox"/> 35 points</p>	<p>Student may speak and display assimilation of basic information provided by the texts, but comments are not well-developed, and do not display a clear understanding of the arguments developed in the assigned readings.</p> <p><input type="checkbox"/> 25 points</p>	<p>Student may speak, but shows no clear evidence of having engaged with the assigned readings. The quality of comments strongly suggests that the student did not put very much effort into preparation.</p> <p><input type="checkbox"/> 15 points</p>	<p>Does not speak, or is disruptive. Any comments offered are entirely unrelated to the topic at hand, and fail to display any understanding of the reading.</p> <p><input type="checkbox"/> 0 points</p>

Total Score _____

Student: _____