**Cultural Relics and Chinese History (In progress)**

Co-teachers: Qingyang Dong, Chuanyang Yu

Rising seniors from Brandeis University and Wake Forest University

1. **Course Description**

This course surveys the origins and development of China by digging into typical Chinese cultural relics of different periods, beginning with an overview of Bronze Age China and extending to Qing Dynasty, the last imperial dynasty. Major trends and events in focus here include: the Bronze Age and primitive religious practices, the first dynasty of imperial China, early aristocracy and China’s first contact with neighboring ethnic groups, cultural interactions and women’s power in Tang dynasty, literati and commercial lifestyles in Song dynasty, and the incoming Western influence.

1. **Learning Objectives**

Use various sources of historical knowledge to give students a sense of how past events transform into history, to develop thinking skills as crafting historical arguments from historical evidence, historical analysis, interpretation and synthesis.

1. **Required Reading**

-Michael Sullivan, *An Introduction to Chinese Art* (University of California Press, 1960).

-Stephen W. Bushell, *Chinese Art* (Parkstone Press International, 2012).

1. **Course requirements and grading**

-Weekly homework

-Class participation

-Group Poster/Presentation

-Final examination (take home)

**Please note: Students are expected to have completed the assigned readings before the class for which it is designated**

**20% Weekly Homework**: Students must read all assigned readings. In addition, from Week 1 onward with the exception of the last week, each participant will submit a written response to the lecture, reading, discussions from that day’s meeting. Responses must include at least 1 paragraph of 3–4 sentences demonstrating an acceptable level of engagement with the issue under study.

This could take the form of your perspective on what was most interesting / challenging / problematic in that day’s subject and what you learnt from it. It could also include a question arising from the discussion.

**20% Class participation**: This course will be highly dependent on class participation. Class participation involves making informed statements about or on the basis of assigned readings, meaningfully answering specific questions related to the readings, and posing relevant questions of your own. It means working in small groups as well as contributing to the class at large. It should go without saying that class participation means showing up consistently on time and providing your full attention.

**30% Group Poster/Presentation:** You will work in groups to develop a digital poster (in the form of a powerpoint slide) or a presentation on a Chinese cultural relic or historical architecture. Part of this work will be done in class, but it might also require some work outside the classroom. Part of the last class will be used to present the posters or slides.

**30% Final Exam (take-home):** This examination will include two parts: a multiple-choice section and a short (around 250 words) essay based on the readings, homework, and lectures.

1. **IMPORTANT COURSE INFORMATION**

Material needs to be read closely. Prepare in advance a schedule of your readings across courses and spend no more than the set time on each of them. Use the number of pages as a guide to schedule your reading time.

You are responsible for knowing what counts as plagiarism. I have zero tolerance for plagiarism, all forms of cheating.

Phones must be silenced at all times.

This course is diversity friendly in all accepted senses of the term. Get in touch with me if you have specific needs. Whatever challenges you meet that could affect your presence and/or performance in this course, I recommend that you inform me in writing without delay. I am committed to your success and will do my best to assist you.

1. **DUE DATES OF ASSIGNMENTS**

-Participation in class: EVERY CLASS

-Responses to readings: WEEKLY, due at 9:00 PM every Friday before the class

-Posters or Presentation: WEEK 6 before class

-Final Exam: TBD

1. **DETAILED COURSE SCHEDULE**

**Week 1  
Oracle Bones and Ding: The Bronze Age and Primitive Religious Practices**

*Readings:*Michael Sullivan, *An Introduction to Chinese Art*, pp.34-61.

Stephen W. Bushell, *Chinese Art*, pp.7-20.

*Document*: (Optional)

Jennifer F. So, “BELLS of Bronze Age CHINA,” *Archaeology*, Vol. 47, No.1 (2014), pp.42-50.

**Week 2  
Terracotta Army and the Great Wall: The First Dynasty of Imperial China**

*Readings:*

Michael Sullivan, *An Introduction to Chinese Art*, pp.62-74.

Stephen W. Bushell, *Chinese Art*, pp.30-41.

*Document:* (Optional)

Lothar Leddrose, “A Magic Army for the Emperor” in *Ten Thousand Things: Module and Mass Production in Chinese Art* (Princeton: Princeton University Press, 1998), pp. 218-233.

**Week 3  
Jade Garnet and Horse Stepping on a Flying Swallow: Early Aristocracy and China’s First Contact With Neighboring Ethnic Groups**

*Readings:*

Michael Sullivan, *An Introduction to Chinese Art*, pp.75-95.

Stephen W. Bushell, *Chinese Art*, pp.110-123.

**Week 4**  
**Sancai and Buddhist Arts: Cultural Interactions and Women’s Power in Tang Dynasty**

*Readings:*

Michael Sullivan, *An Introduction to Chinese Art*, pp.116-133.

*Document:* (Optional)

Amy McNair, “Early Tang Imperial Patronage At Longmen,” *Art Orientals*, Vol. 24 (1994), pp. 65-81.

**Week 5**

**Literati Art and “Along the River During the Qingming Festival”: Literati and Commercial Lifestyles in Song Dynasty**

*Readings:*

Michael Sullivan, *An Introduction to Chinese Art*, pp.134-160.

Stephen W. Bushell, *Chinese Art*, pp.234-239.

*Document:* (Optional)

Wendy C. Fong, “Of Nature and Art: Monumental Landscape,” from *Beyond Representation: Chinese Painting and Calligraphy 8th-14th Century* (New Haven: Yale University Press, 1992), pp.278-286.

**Week 6  
Dunhuang Caves and the Forbidden City: The Incoming Western Influence**

*Readings:*

Michael Sullivan, *An Introduction to Chinese Art*, pp.189-209.

Stephen W. Bushell, *Chinese Art*, pp.243-247.