



AHPG817

Topics in Early Chinese History

S1 External 2018

Dept of Ancient History

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General Information

Unit convenor and teaching staff
Credit points 4
Prerequisites Admission to MAnCHist or GradCertAnCHist or MA in (Ancient History or Coptic Studies)
Corequisites
Co-badged status
Unit description This unit provides in-depth analysis of selected topics in early Chinese history and archaeology. Particular attention will be paid to the impact of modern archaeological discoveries and to the interpretation of written records. Specific areas of interest are the Historical Records of Sima Qian, which is the earliest of all Chinese histories and the fountainhead of the dynastic history tradition in China; China's relationship with nomadic peoples who traded with and fought against the Chinese; the opening of the Silk Road; and the evidence concerning the introduction of foreign religions into China.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Ability to find, analyse and interpret primary and secondary sources and present the information in a written format to a high standard.

Ability to evaluate how historical information may be extracted from ancient sources, written and archaeological.

Ability to formulate arguments and articulate ideas to an advanced level.

Application of advanced research methods and skills.

General Assessment Information

Assessment criteria

The **Primary Source Analysis** will be marked against the following criteria: (1) analysis of the

primary source, (2) use of secondary works, (3) structure of argument, (4) formal presentation, including correct referencing, English language grammar, spelling and punctuation.

The **Book Review** will be marked against the following criteria: (1) description of the content of the book, (2) assessment of book based on author's objectives, (3) assessment of book based on the reviewer's criteria, (4) contextual discussion, (5) structure of argument, (6) formal presentation including correct referencing, English language grammar, spelling and punctuation.

The **Essay** will be marked against the following criteria: (1) knowledge of the relevant subject matter, (2) the range of primary sources used and their analysis, (3) the range of secondary works consulted and the depth of engagement with them, (4) correct citation of sources, (5) structure of argument, (6) formal presentation including correct referencing, English language grammar, spelling and punctuation.

Submission of assessment tasks

All assessment tasks must be submitted via Turnitin.

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Completing the unit

To complete the unit satisfactorily, students must study all lectures in the Unit Reader. Recommended texts (see below: Delivery and resources) should also be studied or consulted. Students must submit all items of assessment and hand in work which is formatted in accordance with Department of Ancient History guidelines, spell-checked, written in good English, and demonstrating both an understanding of the material in the lectures and readings and independent reflection on the subject of the assessment.

An overall mark of 50% or above must be achieved to complete the unit satisfactorily.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Primary Source Analysis</u>	30%	No	9 April 2016
<u>Book Review</u>	20%	No	7 May 2016
<u>Essay</u>	50%	No	28 May 2016

Primary Source Analysis

Due: **9 April 2016**

Weighting: **30%**

One primary source analysis in essay form (with footnotes and a list of references) in max. 1,500 words addressing the question: *To what extent can the portrayal of the First Emperor of China in Sima Qian's Historical Records be trusted?*

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- Ability to formulate arguments and articulate ideas to an advanced level.
- Application of advanced research methods and skills.

Book Review

Due: **7 May 2016**

Weighting: **20%**

One review in max. 1,000 words of one of the following two books: 1. Valerie Hansen, *The open empire: a history of China to 1800* (New York & London: W. W. Norton & Company, 2015); 2. Frances Wood, *Did Marco Polo go to China?* (London: Secker & Warburg, 1995).

On successful completion you will be able to:

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format to a high standard.
- Ability to evaluate how historical information may be extracted from ancient sources, written and archaeological.
- Ability to formulate arguments and articulate ideas to an advanced level.
- Application of advanced research methods and skills.

Essay

Due: **28 May 2016**

Weighting: **50%**

One major essay of approx. 3,000 words on one of the following topics:

1. What do the bronzes unearthed at Anyang tell us about Late Shang society, religion and culture?
2. Discuss the development of divination as a religious institution in China's Neolithic, Shang and Zhou periods based on archaeological and textual evidence.
3. Why and in what ways did warfare change during the Eastern Zhou dynasty?
4. How serious a threat to the Han dynasty was the Xiongnu confederacy in the 2nd c. BCE?

5. How was Buddhism introduced into China and what were the reasons for its success in the period from Han to Tang?

On successful completion you will be able to:

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format to a high standard.
- Ability to evaluate how historical information may be extracted from ancient sources, written and archaeological.
- Ability to formulate arguments and articulate ideas to an advanced level.
- Application of advanced research methods and skills.

Delivery and Resources

This unit is offered externally only. There are no recorded lectures. The *Unit Reader* contains all lectures.

The unit has an online presence. Login is via: <https://ilearn.mq.edu.au/> Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient. - For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help - For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Materials are available for the unit in Macquarie University Library's Reserve and online; see further Detailed Bibliography in iLearn.

Required texts:

AHPG817 Topics in Early Chinese History – Unit Reader (Macquarie University 2015). The Unit Reader is the main text-book for the course; it is sold by the Co-op Bookshop, tel. (02) 8986 4000, <http://www.coop-bookshop.com.au>.

See also under Assessment tasks: Book Review.

Recommended texts:

Dawson, Raymond, *Sima Qian: the first emperor: selections from the Historical Records* (Oxford & New York: Oxford University Press, 2007).

De Bary, William Theodore & Irene Bloom, *Sources of Chinese tradition*, 2nd ed., vol. 1 (New York: Columbia University Press, 1999).

Ebrey, Patricia B., *The Cambridge illustrated history of China*, 2nd ed. (Cambridge & New York: Cambridge University Press, 2010).

Gernet, Jacques, *A history of Chinese civilization*, 2nd ed. (Cambridge & New York: Cambridge University Press, 1996).

Hansen, Valerie, *The open empire: a history of China to 1800* (New York & London: W. W. Norton & Company, 2000); *The open empire: a history of China to 1800*. Second Edition (New York & London: W. W. Norton & Company, 2015).

Lewis, Mark E., *The early Chinese empires: Qin and Han* (Cambridge, Mass. & London: Belknap Press of Harvard University Press, 2007).

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Assessment task

- Book Review

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format to a high standard.
- Ability to evaluate how historical information may be extracted from ancient sources,

written and archaeological.

- Ability to formulate arguments and articulate ideas to an advanced level.
- Application of advanced research methods and skills.

Assessment tasks

- Primary Source Analysis
- Book Review
- Essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format to a high standard.
- Ability to evaluate how historical information may be extracted from ancient sources, written and archaeological.
- Ability to formulate arguments and articulate ideas to an advanced level.
- Application of advanced research methods and skills.

Assessment tasks

- Primary Source Analysis
- Book Review
- Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Ability to find, analyse and interpret primary and secondary sources and present the

information in a written format to a high standard.

- Ability to evaluate how historical information may be extracted from ancient sources, written and archaeological.
- Ability to formulate arguments and articulate ideas to an advanced level.
- Application of advanced research methods and skills.

Assessment tasks

- Primary Source Analysis
- Book Review
- Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format to a high standard.
- Ability to evaluate how historical information may be extracted from ancient sources, written and archaeological.
- Ability to formulate arguments and articulate ideas to an advanced level.
- Application of advanced research methods and skills.

Assessment tasks

- Primary Source Analysis
- Book Review
- Essay