



AHPG817

Topics in Early Chinese History

S2 External 2014

Ancient History

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General Information

Unit convenor and teaching staff

Unit Convenor

Gunner Mikkelsen

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Contact via gunner.mikkelsen@mq.edu.au

Credit points

4

Prerequisites

Admission to MA in (Ancient History or Coptic Studies or ECJS or Egyptology or History or Late Antiquity or Ancient Art and Architecture) or PGDipArts in (Ancient History or ECJS) or PGCertArts 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 formulate arguments and articulate ideas to an advanced level.

Development of advanced research methods and skills.

Appreciation of how historical information may be extracted from ancient remains.

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 with cover-sheet (pdf) by e-mail to the unit convenor.

Extensions and penalties

Extensions can only be granted in exceptional cases and may only be sought in consultation with the unit convenor and before the assignment is due.

Assessment tasks / assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 2% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided.

Assignment tasks handed in early will not be marked and returned before the due date.

For Disruption to Studies Policy see under Policies and Procedures.

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	Due
<u>Primary Source Analysis</u>	30%	5 September 2014
<u>Book Review</u>	20%	10 October 2014
<u>Essay</u>	50%	3 November 2014

Primary Source Analysis

Due: **5 September 2014**

Weighting: **30%**

One primary source analysis in essay form (with footnotes and bibliography) 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?

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 formulate arguments and articulate ideas to an advanced level.
- Development of advanced research methods and skills.
- Appreciation of how historical information may be extracted from ancient remains.

Book Review

Due: **10 October 2014**

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 1600* (New York & London: W. W. Norton & Company, 2000).
2. Frances Wood, *Did Marco Polo go to China?* (Boulder, Colo.: Westview Press, 1996).

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 formulate arguments and articulate ideas to an advanced level.
- Development of advanced research methods and skills.
- Appreciation of how historical information may be extracted from ancient remains.

Essay

Due: **3 November 2014**

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. *In what ways did warfare change during the Eastern Zhou dynasty - and why?*
3. *How was Buddhism introduced into China and what were the reasons for its success in the period from Han to Tang?*
4. *How serious a threat to the Han dynasty was the Xiongnu confederation in the 2nd c. BCE?*
5. *What were the reasons for the persecution of foreign religions by Tang emperor Wuzong?*

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 formulate arguments and articulate ideas to an advanced level.
- Development of advanced research methods and skills.
- Appreciation of how historical information may be extracted from ancient remains.

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 e-Reserve and Reserve; see further Detailed Bibliography in iLearn.

Required texts:

AHPG817 Topics in Early Chinese History – Unit Reader (Macquarie University 2012). 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 1600* (New York & London: W. W. Norton & Company, 2000).

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](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student_conduct/

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://informatics.mq.edu.au/help/>.

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

Graduate Capabilities

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 formulate arguments and articulate ideas to an advanced level.
- Development of advanced research methods and skills.
- Appreciation of how historical information may be extracted from ancient remains.

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 formulate arguments and articulate ideas to an advanced level.
- Development of advanced research methods and skills.
- Appreciation of how historical information may be extracted from ancient remains.

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 formulate arguments and articulate ideas to an advanced level.
- Development of advanced research methods and skills.
- Appreciation of how historical information may be extracted from ancient remains.

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 formulate arguments and articulate ideas to an advanced level.
- Development of advanced research methods and skills.
- Appreciation of how historical information may be extracted from ancient remains.

Assessment tasks

- Primary Source Analysis
- Book Review
- Essay

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