



AHIS343

Early China: History and Archaeology

S2 Day 2014

Ancient History

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General Information

Unit convenor and teaching staff

Unit Convenor

Gunner Mikkelsen

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W6A 522

Credit points

3

Prerequisites

39cp or (6cp in AHIS or AHST or MHIS or HIST units at 200 level)

Corequisites

Co-badged status

Unit description

This unit is a study of selected topics in early Chinese history and archaeology, including: Shang oracle bones and bronzes; the unification of China and the tomb complex of the First Emperor; the rise of the Han empire; the influence of nomadic peoples of the steppes; the Historical Records of the Grand Historian Sima Qian; the Silk Road; the cosmopolitan civilisation of the Tang; Confucianism; Daoism; Buddhism and other foreign religions in 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

Ability to plan, revise and submit work according to the unit schedule

Appreciation of how historical information may be extracted from ancient remains

Ability to work with and respond to the views of staff and other students in the unit in an oral form

General Assessment Information

Assessment criteria

The **Tutorial Paper** will be marked against the following criteria: (1) analysis of the primary source(s), (2) use of secondary works, (3) structure of argument, (4) 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

The Essay and Tutorial Paper must be submitted in print with cover-sheet. The former should be dropped in the designated box on Level 1 in W6A, and the latter handed directly to the tutor at tutorials.

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 listen to the lectures and reflect on them and do the set weekly readings. Regular attendance at lectures is strongly recommended. 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>Tutorial Participation</u>	10%	Week 2 onwards

Name	Weighting	Due
Tutorial Paper	10%	Monday Week 5
Essay	40%	Friday Week 9
Exam	40%	TBA

Tutorial Participation

Due: **Week 2 onwards**

Weighting: **10%**

One 1-hour tutorial each week. Tutorials start in Week 2. Tutorial participation is compulsory.

On successful completion you will be able to:

- Ability to formulate arguments and articulate ideas to an advanced level
- Appreciation of how historical information may be extracted from ancient remains
- Ability to work with and respond to the views of staff and other students in the unit in an oral form

Tutorial Paper

Due: **Monday Week 5**

Weighting: **10%**

One tutorial paper of maximum 500 words. This should answer one of the (sets of) tutorial questions given for the first half of the session. You must submit it with cover-sheet directly to your tutor at the tutorials. Feedback for tutorial papers will usually be given within two weeks after submission.

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
- Ability to plan, revise and submit work according to the unit schedule
- Appreciation of how historical information may be extracted from ancient remains

Essay

Due: **Friday Week 9**

Weighting: **40%**

One major essay of approximately 2,500 words on a topic selected from a list of essay titles which will be distributed in Week 3. The essay must be supplied with footnotes and a complete

bibliography of primary and secondary sources recorded according to one of the accepted conventions (see www.anchist.mq.edu.au under Teaching Materials). Feedback and a mark for the essay will be given two or three weeks after submission.

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
- Ability to plan, revise and submit work according to the unit schedule
- Appreciation of how historical information may be extracted from ancient remains

Exam

Due: **TBA**

Weighting: **40%**

One 2-hour exam. This written examination will take place in the examination period.

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

Delivery and Resources

Lectures and tutorials: 2-hr lectures are on Mondays 9-11am in W6B/345, and tutorials on Mondays 12-1pm in W5C/309 and 4-5pm in C5A/310. For up-to-date information on times and locations: <http://timetables.mq.edu.au/>

This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/>. All lectures will be recorded and made available here via the Echo360 system.

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 the Library's e-Reserve and Reserve; see further the **Detailed Bibliography** for the unit in iLearn.

Required texts:

EBREY, Patricia B.: *The Cambridge illustrated history of China* (Cambridge & New York: Cambridge University Press, 1996; 2nd ed. 2010).

HANSEN, Valerie, *The open empire: a history of China to 1600* (New York & London: W. W.

Norton & Company, 2000).

Recommended texts:

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

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

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

PORTAL, Jane (ed.), *The first emperor: China's terracotta army* (Cambridge, Mass.: Harvard University Press, 2007).

Unit Schedule

Week	Date	Lecture	Tutorials	Assessment
1	Week starting 4 August	Introduction	<i>No tutorials in Week 1</i>	None
2	Week starting 11 August	Neolithic Period & Shang dynasty	Shang oracle bone divination	Participation
3	Week starting 18 August	(1) Eastern Zhou; (2) Warring States	Eastern Zhou warfare	Participation
4	Week starting 25 August	Philosophical foundations: Confucius, Mencius, Laozi	<i>Analects (Lunyu) and Laozi / Daodejing</i>	Participation Tutorial Paper due
5	Week starting 1 September	Unification of China: the First Emperor and the Qin dynasty	Jia Yi, <i>Faults of the Qin (Guo Qin lun)</i>	Participation
6	Week starting 8 September	Tomb complex of the First Emperor	Sima Qian's description of the tomb complex	Participation
7	Week starting 15 September	(1) Rise of the Han empire; (2) Sima Qian, the Grand Historian	Sima Qian's account of the Xiongnu	Participation
		Mid-session break (20 September – 6 October)		
8	Week starting 6 October	<i>No teaching - public holiday</i>		
9	Week starting 13 October	Restoration and demise of the Han	Uprisings	Participation Essay due on Friday
10	Week starting 20 October	Introduction of Buddhism into China	Chinese reactions to Buddhism	Participation
11	Week starting 27 October	Between the Han and the Tang	North and South China	Participation
12	Week starting 3 November	Cosmopolitan empire of the Tang	Cosmopolitan nature of the Tang	Participation

13	Week starting 10 November	Christians and Manichaeans in China	Revision	Participation
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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

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

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

Assessment tasks

- Tutorial Participation
- Tutorial Paper
- Essay
- Exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

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
- Ability to plan, revise and submit work according to the unit schedule
- Appreciation of how historical information may be extracted from ancient remains
- Ability to work with and respond to the views of staff and other students in the unit in an oral form

Assessment tasks

- Tutorial Participation
- Tutorial Paper
- Essay
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

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
- Ability to plan, revise and submit work according to the unit schedule
- Appreciation of how historical information may be extracted from ancient remains
- Ability to work with and respond to the views of staff and other students in the unit in an oral form

Assessment tasks

- Tutorial Participation
- Tutorial Paper
- Essay
- Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

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
- Ability to plan, revise and submit work according to the unit schedule
- Appreciation of how historical information may be extracted from ancient remains
- Ability to work with and respond to the views of staff and other students in the unit in an oral form

Assessment tasks

- Tutorial Participation
- Tutorial Paper
- Essay
- Exam

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

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
- Ability to plan, revise and submit work according to the unit schedule
- Appreciation of how historical information may be extracted from ancient remains
- Ability to work with and respond to the views of staff and other students in the unit in an oral form

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

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
- Ability to plan, revise and submit work according to the unit schedule
- Appreciation of how historical information may be extracted from ancient remains
- Ability to work with and respond to the views of staff and other students in the unit in an oral form

Assessment tasks

- Tutorial Participation
- Tutorial Paper
- Essay
- Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Assessment task

- Tutorial Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active

participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment task

- Tutorial Participation