History 114: China, Origins to the Ming Dynasty
UMass: Fall, 2014
Lectures: MW 2:30-3:20, Integrated Learning Center S331
Sections on Fridays
***COURSE WEBSITE on MOODLE***

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Note: When emailing, please include "History 114" in the subject heading.

Course Description:
This class offers an interdisciplinary approach to Chinese history up through the Ming Dynasty. It fulfills general education requirements in history (HS) and global diversity (G). Let's take them one at a time.

1) History. Perhaps you think that history means "stuff that happened in the past," and that taking a history class means listening to a professor tell stories about this stuff and then reciting those stories on exams. That is not what we will be doing in this class. Rather, I will be introducing you to history as a discipline, as a way of exploring the past—that is, the theory and practice of history. We will not be testing you on information that the textbook lays out on a platter. Instead, the most important readings will consist of primary sources. What is a primary source? It's something that was created by the historical actors themselves—that is, by the people in history we're studying. Primary sources are the evidence that historians use to figure out what happened in the past, how people lived their lives, and how things changed over time. You will learn to read these sources, analyze them, and use them to form historical arguments (interpretations of the past). Some of the materials are secondary sources—that is, they're written by other historians who themselves have analyzed primary sources and formulated their own interpretations of Chinese history. But even in these cases, you will not passively read each page, underline the important facts, memorize them, and then take a test. Instead, you will think, talk, and write about how the authors use primary sources to make their historical arguments. There is also a textbook for the course: please use it as a resource, but focus your efforts on the other readings.

2) Global Diversity. This class satisfies the requirement in global diversity because it focuses on the history of a country that is not the United States or Europe. (This is obvious, right?) However, my goal is to teach a class on Chinese history that would satisfy diversity requirements even at a Chinese university. Why? Because we will emphasize the cultural diversity of China itself, the way it has changed over time and across space. China two thousand years ago was NOT the same as China today. The place we call China has not always had the same name; it has not always been the same size; its culture has changed a great deal over time and space. What "China" means to people of Chinese heritage living in the United States in 2014 is very different from what it meant to people living in the fifth century. Even just looking at the fifth century, people living in the north of what we call "China" were culturally quite different from people living in the south. They did not necessarily
even think of themselves as being the same kind of people, as sharing a cultural identity. And China over the years has had changing relationships with foreign cultures; what we know as "China" has been shaped by these foreign cultures over time. Studying diversity is not just a simple matter of studying another country. It means thinking seriously about our assumptions of what constitutes difference and similarity. It means getting beyond thinking in lump categories like "China" or "America," and instead recognizing that just because two people may both be considered "Chinese," this doesn't mean that there is some kind of essential thing that "Chinese" is.

**Texts:**
   Available at Amherst Books

   This is a brand-new book and is not available for purchase yet. The assigned chapters are available in pdf form on MOODLE.

3. OPTIONAL TEXTBOOK FOR REFERENCE / REINFORCEMENT
   Available at Amherst Books in downtown Amherst

4. Other texts will be available on MOODLE.
   Please print the texts so that you can bring them to discussion section (see below). The library charges only 5 cents per page for printing. This is a very good deal! The copyright charges alone for many of the texts is 15 cents per page, so you would pay much more if we put these readings in a packet. So please don't complain about the cost of this. Thank you!

**Requirements:**
The requirements for this class have been designed to provide you with many different kinds of opportunities to develop your skills and demonstrate your knowledge. You can relax a bit knowing that if you mess up on one you can salvage your grade with good performances in other areas.

1) **Attend and participate in all discussion sections, and submit at least 7 of 9 ungraded assignments (15% of course grade).**
   You are allowed one free absence (no questions asked), after which you will lose one point from your course grade for each absence no matter what the reason. This is not a punishment; it is simply a reflection in your grade of what you have missed through your absence. If you encounter a problem during the semester that results in your missing class and you are concerned about the effect on your grade, please contact the TA immediately. If you wish to avoid losing the point, you may schedule a meeting to review the material you missed and write an additional short essay on a question related to the discussion.

Please bring the readings to discussion section each week. Failure to do so on a regular basis will result in a poor section grade.
Post your assignment to MOODLE each Friday by 9:00 a.m. and bring a copy to section to help you participate in discussion. Because the whole point of the assignments is to prepare you to participate in section, NO LATE ASSIGNMENTS WILL BE ACCEPTED. You may miss two of the nine weekly assignments without penalty, after which one point will be deducted from your course grade for each assignment you miss. (BECAUSE THE UNGRADED ASSIGNMENTS ARE DESIGNED TO PREPARE YOU FOR THE GRADED ASSIGNMENTS, YOU ARE STRONGLY ENCOURAGED TO COMPLETE ALL OF THEM.) The assignments will not be graded: as long as you demonstrate a reasonable effort, you will receive credit for your work. The quality of your work as a whole, along with your attention to improving in areas identified by your TA, will also be taken into account when we calculate your section grade. If you are unable to complete an assignment on time because of a serious emergency and you object to losing the point, you must provide documentation and consult the professor for a suitable make-up opportunity. If you have technical difficulties posting to MOODLE, your work will still be counted as on time if you submit a hard copy at the beginning of section. However, we expect you to resolve such technical difficulties so that they do not become a regular occurrence.

Please note: The discussion section is not a drill or review session. It is an intellectual community to which you are expected to contribute. Your grade will reflect your contribution. If you find it difficult to speak up in section, you may improve your section grade by contributing your ideas to the intellectual community via MOODLE (http://MOODLE.oit.umass.edu). You will receive credit only for comments posted twenty-four hours or more before section. This will give people time to read and think about your comments.

2) "Constructing History" assignment (15% of course grade, due September 26th, 9:00 a.m. on MOODLE). See schedule for details.

3) "Ancient Chinese Philosophies" assignments (15% of course grade, due October 17th, 9:00 a.m. on MOODLE). See schedule for details.

4) "Historical Methodology" worksheet (10% of course grade, due November 7th at the beginning of section). See schedule for details.

5) Pop Quizzes OR Final Exam (25% of course grade, date TBA)
   Throughout the semester, there will be 8 unannounced quizzes during lecture. They will be based on materials discussed in lecture. If you are in attendance for at least 7 of them and pass at least 6 of them, and if you have passed 7 of the 9 ungraded assignments, the final exam will be optional for you (if you choose not to take the exam, we will assign you a grade for it based on the average of all your other graded assignments). **No matter what the reason for your absence, the only make-up opportunity for the pop quizzes will be the final exam. The final exam questions are listed on pp. 11-12 of this syllabus.**

6) Material Culture / Red Cliffs Project (20% of course grade, due at the final exam)
   Students will write a short story (or in special cases, an alternative visual project) that demonstrates their understanding of the significance of material culture in the Tang, Song, or Ming dynasty and the meaning of the Red Cliffs through Chinese history. Instructions may be found on the last page of this syllabus.
How to study for this class:
This is a 4-credit class. We are aware that most of you are taking the class to fulfill general education requirements rather than for your major, but the workload for this class nonetheless must reflect its 4-credit status and so we expect you to invest significant time in completing the assignments. That said, if you find yourself struggling to complete the assigned work within the time available to you, please come see the professor or a TA. We will be happy to help you develop efficient study habits.

1. Come to every class and take careful notes. The exam will be based exclusively on materials discussed during lecture, so careful preparation throughout the semester should make the exam relatively easy. (And of course, attendance may help you avoid the exam entirely—see above.)

2. Read and analyze the assigned materials very carefully. These primary sources (and in some cases secondary sources) are the key readings for the class; they are much more important than the textbook. Attend every Friday section prepared to discuss these readings. We will be asking you to think critically about the sources in order to develop the fundamental skills of historical inquiry. The assignments for this class will be based on your analysis of these sources; of course, we will use the lectures and discussion sections to provide more information and help you conduct the analysis.

3. Think of the textbook (The Open Empire) as a resource, not a burden. You will not be tested on any of the textbook material that is not also covered in the lectures. Many students find it helpful to read the textbook alongside the lectures for reinforcement and additional historical context. Also, in the unlikely event that you should miss a class, or if your lecture notes are insufficient, the textbook will be very useful in filling the gaps.

Policy on Late Assignments:
Late assignments place an enormous burden on the teaching assistants and professor. This policy is designed to minimize that burden. It does not apply to the ungraded section assignments (which will not be accepted late).

1) If the teaching assistant receives the assignment after it is due but before evaluation of the assignments begins (and unless there is a "very good reason" for the tardiness—see below), one point will be deducted from the assignment for tardiness. (Note that this is one point out of only ten to twenty points, depending on the assignment. This IS a significant deduction.)

2) If the student is unable to provide the teaching assistant with the assignment before evaluation begins, the student should not expect to receive feedback or a grade until after the makeup date (October 31st for the constructing history and philosophy assignments and December 5th for the methodology worksheet). Unless there is a "very good reason" for the tardiness (see below), the student will receive only 75% of the grade he or she would otherwise have received.

"Very Good Reasons" and Accommodations:
Late assignments will result in penalty unless a student has a "very good reason," for example serious illness or death in the family. In all cases, the student must alert the section leader as soon as she or he knows that the assignment will be late. In most cases, it will be necessary to furnish documentation.

We are happy to accommodate documented disabilities. The student must provide the professor with the documentation and specific accommodation requests at the beginning of the semester or, for newly diagnosed conditions, as soon as documentation is available.
**Classroom Etiquette:**
I have found that this class works best when students are willing to speak up during lecture by responding to questions I pose and by asking their own questions. This takes some courage, and I greatly admire students willing to enhance the classroom environment through their active participation. On the other hand, we must not forget that this class has 120 students! If each student is late just twice during the semester, we will have an average of 17 students coming in late to each class. Imagine how distracting this would be! If each student says one thing to a neighbor during a lecture, we will hear a near-constant murmur. Imagine how hard it would be to deliver a lecture under such circumstances! If half the students start shuffling papers and zipping up their bags in the last minute of class, no one will be able to hear my concluding points (often the most important part of the lecture).

For these reasons, we need to insist that students come to class on time and remain quiet throughout the lecture except when called upon to speak. Moreover, it is very distracting and demoralizing for everyone when students play video games, use their cellphones, read the newspaper, or do other activities not related to the class. TAs will take notice of all these behaviors and ask offenders to leave the room; your adherence to classroom etiquette will be a factor in your final grade. We ask that students who wish to use laptops to take notes sit in the first two rows.

Attending lectures regularly is the easiest and surest way to prepare yourself for successful completion of the assignments and tests. If you attend regularly and pay close attention to lectures, you are also likely to pass enough quizzes to be exempt from the final exam. If despite knowing this you still do not want to come to class, I would prefer for you to skip the lecture rather than create a distracting environment for myself and your classmates. Thank you for understanding.

**Academic Honesty:**
Students are responsible for knowing the university's policy on academic honesty (http://www.umass.edu/academichonesty/). In addition, the lecture on September 27th will be devoted entirely to discussing academic honesty and other issues related to proper use of sources. Failure to attend this lecture will NOT be a valid excuse for not understanding our expectations with respect to academic honesty.

A few universal rules for this class (for graded AND ungraded assignments):
1) **DO NOT USE ANY EXTERNAL SOURCES (INCLUDING WEB SOURCES OF ANY KIND).**
2) If for some reason you have already consulted an external source, you MUST include it on the acknowledgment sheet (provided on Moodle). If we discover that you have looked at an external source without listing it, WE WILL CONSIDER IT CHEATING.
3) For each assignment, make sure that you are clear about what kind of "studying together" is allowed. For each graded assignment, you MUST attach the acknowledgment sheet (provided on Moodle) listing any help you received—including the names of students that you discussed the reading or assignment with and a brief description of the nature of the discussion.
4) We strongly encourage use of the Writing Center, other academic tutoring, and meeting with the TAs and/or professor. But you still must acknowledge these sources of assistance on the sheet—as faculty do when we publish our work.
5) You may not use translator software when completing your assignments. Translator software does not work very well, and it is very obvious when you have used it. You will not receive credit for your work, and we may suspect you of and charge you with plagiarism.

Students will submit their graded assignments to the plagiarism detection software called Turnitin. If you object to this, please make an appointment to speak with me at the beginning of the
semester, and we will arrange an alternative process for you. Please be aware that this will entail somewhat more work on both our parts, but I do understand that some people strongly object to Turnitin, and we will not hold it against you if you wish to pursue a different approach.

**SCHEDULE**

**Introduction to the Class**

**Wednesday, September 3**
We will review the syllabus. When you go home, please read the syllabus carefully and prepare to ask any remaining questions on Friday.

**Friday, September 5**
Introductions. Talk about what you know and don't know about ancient China. Please bring the syllabus.

_Read: THE SYLLABUS!_

**Monday, September 8**
Introduction to Chinese history (dynasties, geography, etc.).

_**Unit 1: Origin Stories and the Meaning of History**_

**Wednesday, September 10,** Ancient Chinese origin stories

**Friday, September 12** Discussion sections: The Han and Song Historians

_Read: ON MOODLE: de Bary, "The Great Han Historians" (pp. 367-374) and "The Writing of History" (pp. 652-666). PLEASE FOCUS ESPECIALLY ON THE FOLLOWING SELECTIONS: pp. 371-372 (beginning with "In 98 B.C.E...); pp. 656-657 (the first two writings by Sima Guang); pp. 659-660 (selection by Lü Zuqian). The readings are primary sources—excerpts from ancient and medieval Chinese historians' writings. PLEASE REMEMBER TO BRING THEM TO SECTION!_

_Write:_
Write one to two pages (double-spaced) explaining how one or more of these writers (be specific) appear to have understood the practice of writing history and their roles as historians. How is this similar to or different from the way you understand history and historians' roles? (Ungraded assignment)

**Monday, September 15,** Modern Chinese origin stories

**Wednesday, September 17,** Movie: Mysterious Mummies

**Friday, September 19**—Discussion sections

_Read: The readings for today consist of a number of short examples of what I'm calling "origin stories." REMEMBER TO TREAT THEM AS PRIMARY SOURCES. On MOODLE: 1) Sima Qian's "The Five Emperors"; 2) "The Canon of Yao" and "The_
Canon of Shun" (selections); 3) Fang Qie, How the Chinese Nation Was Formed (selection); and 4) Chia Lan-po, The Cave Home of Peking Man (selection).

On the web: http://travelchinaguide.com/intro/history (first three paragraphs only)

Write:
1-2 pages comparing the political uses of one or more of the Chinese origins stories we've read with the political uses of an origin story from another society (e.g. the Biblical origin story, the story of the origin of the American nation, etc.)

Monday, September 22, The Rights and Responsibilities of the Historian

Wednesday, September 24, Shang and Zhou History
Read: Emergence of China (EC), Chap1 ("Antiquity"). Note that you have a big assignment due on Friday. I have listed these readings here because they accompany this lecture. You may decide just to skim or even skip them for now and catch up with them next week if needed. They provide useful background and reinforcement of the lecture, but you will not be tested on the content. Treat them as resources, and don't worry too much about them. The "Antiquity" chapter of EC is particularly dense; to my mind, pp. 15-25 are the most useful.
REFERENCE: Open Empire, pp. 17-54

Friday, September 26—Discussion sections
Assignment: "Constructing History" (15% of final grade)
Read the selection posted on MOODLE. Write 3-4 pages answering the following questions: What is significant about the kinds of sources it uses and how it presents them? In what ways is it similar to or different from the other origin stories we have examined in class? What does the author seem to want the readers to learn about China and about history? You may not talk with other students about this assignment once you have opened the reading on which it is based. DUE ON MOODLE AT 9:00 a.m.

Unit 2: Warring States History and Philosophy

Monday, September 29, Introduction to The Emergence of China; "The Economy"

Wednesday, October 1, "The State"

Friday, October 3—Discussion sections
Read: EC Preface, Intro, Chap 2 ("Economy") and Chap 3 ("State")

Write: For Chapter 2 and Chapter 3, do the following: 1) Describe briefly what you think are the most important changes over the course of the Warring States period. 2) Identify at least one issue on which different groups of people engaged and explain how they borrowed from and/or disagreed with each other's ideas. 3) Discuss at least one interesting method through which the authors interpret the sources.

Monday, October 6, "The Serving Elite"
Wednesday, October 8, The Qin [Chin] Empire

Friday, October 10—Discussion sections
   Read: EC Chapter 4, "The Serving Elite." SKIM: EC Chapter 5 (The Chin [Qin] Empire)

   Write: For chapter 4, do the following: 1) Describe briefly what you think are the most important changes over the course of the Warring States period. 2) Identify at least one issue on which different groups of people engaged and explain how they borrowed from and/or disagreed with each other's ideas. 3) Discuss at least one interesting method through which the authors interpret the sources.

Tuesday, October 14 (Monday Schedule), Preparation for the graded assignment, due Friday, October 17

Wed, October 15, Han Dynasty I (This lecture belongs in UNIT 3, but for scheduling reasons we need to do it now. If you are so inclined, you could get a head start on the readings for next week, since these will be discussed during this lecture. But I assume most of you will want to focus on the graded assignment due Friday and will wait until next week to do these readings.)

Friday, October 17—Discussion sections.

   Read: Chapter 5, "War and Peace" (read carefully to prepare assignment—see below); Chapter 8, "The Chin Empire" (skim).

   Graded Assignment: SEE MOODLE FOR FULL INSTRUCTIONS. Based on Chapter 5 ("War and Peace"), do the following:
      1) Summarize the most important changes over the course of the Warring States period (about half a page);
      2) Three people meet at an inn during the 03 century (3rd century B.C.). They gather in the common room for a drink and see that someone has carved some graffiti on the table (PASSAGE WILL BE PROVIDED). Write 2-3 pages of conversation that reflects what you think they would have thought and said about that "text."

Unit 3: History and Historical Methodology

Monday, October 20, Han dynasty II

Wednesday, October 22, Disunity and Diversity

Friday, October 24—Discussion sections
   Read: MOODLE: de Bary, "The Han Reaction to Qin Absolutism (pp. 227-234)," "The Codifying of the Confucian Canon" (pp. 311-318), "State Control of Commerce" (pp. 358-366), "The Introduction of Buddhism" (pp. 415-427); Owen, "Northern and Southern Yuefu"
   Reference: Open Empire, Chapters 3 and 4
Write: 1 page on a specific example from the reading that shows how Han dynasty writers used and transformed ideas from the past; 1 page on a specific example from the reading that illustrates the significance of diversity in the period of disunity

Monday, October 27, Issues in historical methodology (prepare for Oct. 31 and Nov. 7 assignments)

Wednesday, October 29, Tang Dynasty

Friday, October 31—Discussion sections

REFERENCE: *Open Empire*, Chapters 5 and 6.

Write: In answer to one of the following questions, write a historical argument (1-2 sentences) about the Tang dynasty and note three pieces of evidence about material culture from the readings that support the argument (include page numbers).
1. How did people in the Tang dynasty view foreign cultures? (Be specific as to whether you're talking about cultures to the west, to the south, or both.)
2. How did foreign cultures transform "China" in the Tang dynasty? (Again, be specific with respect to cultures to the west and to the south.)
3. What was the role of merchants in the Tang, and how was this different from previous dynasties?

**** MAKE-UP DATE: last chance to submit constructing history and philosophy assignments****

Monday, November 3, Song Dynasty I (start with Tang / Song comparison)

Wednesday, November 5, Song Dynasty II

Friday, November 7, Discussion sections

Read: Ebrey's "Introduction" to *The Inner Quarters* (1-20, on MOODLE); Gernet's "Introduction" to *Daily Life in China* (book).
REFERENCE: *Open Empire*, Chapter 7.

Assignment due: "Historical Methodology" (10% of course grade). Print from MOODLE and complete a worksheet on readings for this week. Submit to your TA at the beginning of section.

Monday, November 10, Mongols

Wednesday: no class (Tuesday schedule)

Friday, November 14—Discussion sections

Read: Gernet's "City" (22-58) and "Housing, Clothing, Cooking," in *Daily Life in China* (book); "The Pearl-Sewn Shirt" (MOODLE).
REFERENCE: *Open Empire*, Chap 10
**Write:** In preparation for your Material Culture / Red Cliffs Project, write 1-2 pages on the following questions: 1) What does a study of material culture add to our understanding of history? 2) What are some of the different ways history can be presented (in books, films, museum exhibits, etc.), and what role does material culture play in these media?

**Monday, November 17,** Early Ming Dynasty

**Wednesday, November 19,** Late Ming dynasty

**Friday, November 21,** Discussion Sections

**Read:** MOODLE: "The Pearl-Sewn Shirt"
REFERENCE: *Open Empire*, Chapters 8 and 9

**Write:** 1-2 pages on what we learn about the culture of the Ming dynasty through the fictional story of "The Pearl-Sewn Shirt." Use evidence from the story (quotations and specific examples) to illustrate your point.

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**Unit 4: The "Three Kingdoms" and "Red Cliffs" Remembered through History**

*(BRAND-NEW UNIT! CREATED TO SATISFY POPULAR DEMAND!!)*

**Monday, November 24,** The "Three Kingdoms" and "Red Cliffs" through history (intro to readings, film, video game)

**Wednesday, November 26,** Film: Excerpt from Red Cliff

**THANKSGIVING BREAK**

**Monday, December 1,** Discussion of Red Cliffs film, video game Dynasty Warriors (optional), and the following readings (required)

**Read:**
Cao Cao, "Duan ge xing" / "Short Song Style"
Su Shi, "First Prose Poem on the Red Cliffs" (Song dynasty poem, Pauline Chen translation (http://afe.easia.columbia.edu/song/readings/su_shi.htm)
Sima Guang, *The Chronicle of Han*, excerpt from Chapter 57 (Song dynasty history, de Crespigny translation), available on Moodle (HH on p. 33 through QQ on page 38)
Luo Guanzhong, *Romance of the Three Kingdoms*, Chapters 48, 49, and a few pages of 50 (Ming dynasty novel, Moss Roberts translation)

**Wednesday, December 3,** Review for exam
Friday, December 5, Discussion sections.

**Write:** Write two pages discussing the portrayal of the Red Cliffs through time. You should reference at least three of the portrayals we explored in class.

**Makeup date for the Methodology Worksheet**

Monday, December 8 at 3:30: FINAL EXAM (25% of course grade)

See below

Tuesday, December 9 at 9:00 a.m.: MATERAL CULTURE / RED CLIFFS PROJECT DUE (20%)

See below

**FINAL EXAM QUESTIONS**

Answer each question in the form of an argument (i.e., a thesis statement, or your own strongly expressed interpretation with which someone else could potentially agree). Each argument must be supported by four pieces of historical evidence. At the exam, you will be given six pieces of evidence for each question. All of the pieces of evidence will come from materials covered during lectures. You must choose four of these pieces of evidence to support your argument.

For each piece of evidence, you must note the dynasty or period from which it came and any other information about it that is important for understanding its significance.

Then for each piece of evidence, explain how it supports your argument. (In a few cases you may instead want to explain why even though it appears to undermine your argument it should not be taken too seriously).

(The instructions posted to MOODLE include a mock-up of what the final exam will actually look like. Please review this so that you don't waste time during the exam figuring out the format.)

**Part 1**

People often say that in premodern history China was an inward-looking country, uninterested in foreign peoples except to the extent that they recognized the superiority of China and paid tribute to the Chinese emperors. Given what you have learned in this class, is this an accurate characterization of premodern China's relationship with foreign cultures? If yes, why? If no, how would you characterize premodern China's relationship with foreign cultures?

**Part 2**

One common idea is that Chinese history, especially compared with European history, was for a long time relatively static. In other words, the centuries went by and Chinese society, politics, economics, culture, etc. changed very little. Given what you have learned in this class, do you agree with this? If yes, what explains this extraordinary continuity? If no, how would you characterize China's changes through the centuries?

**Part 3 CHOOSE EITHER A OR B!**

A. For a long time, modern scholars looked back on Chinese history and emphasized how severely
Chinese women were oppressed. More recently, scholars have emphasized instead women's agency in history. How would you characterize women's experiences in premodern Chinese history?

B. Premodern Chinese political culture is often said to have been a highly authoritarian one which required people to obey those above them and discouraged people from voicing dissenting opinions. Do you agree with this? Why or why not?

**DIRECTIONS FOR MATERIAL CULTURE / RED CLIFFS PROJECT**

Based on the Schafer, Gernet, or "Pearl-Sewn Shirt" readings, write a fictional story of 4-6 pages about someone in the Tang, Song, or Ming dynasty.

Your story must incorporate details from the material culture of the dynasty you choose. You must use footnotes to cite the specific pages of the reading from which you draw your information about the material culture.

Your character must at some point in the story reflect on the story of Cao Cao and/or the story of Su Shi at the Red Cliffs, and you must incorporate at least one quotation from at least one of the materials we consulted for Unit 4.

You will be evaluated on how well you demonstrate knowledge of the material culture of the period you choose, on how effectively you illustrate larger historical themes, on how well you demonstrate an understanding of the significance of the Red Cliffs in Chinese history, and on the overall effort you put into the final product.

Students with a special interest in visual arts may opt to create a drawing, painting, collage, sculpture, or other work of art instead. In this case you must first meet with me to discuss your ideas and receive approval. If you submit a visual project without prior approval, you risk a failing grade on the project.