Course Syllabus CHIN 428 Fall 2012 - Emily Wilcox, College of William and Mary

Chinese 428: Advanced Seminar in Chinese Studies

“China and the Scientific Imagination”

Instructor: Professor Emily Wilcox
Fall 2012, T Th 11:00 am -12:20 pm
Instructor Office Hours: T Th 5:00-6:00 pm and by appointment
Email: eewilcox@wm.edu, Office: 316 Washington Hall

Course Description and Objectives
As the required capstone course for the Chinese major, the advanced seminar prepares students to use their Chinese language skills and critical cultural knowledge of China in professional and independent research settings. The course has the following objectives:

- Master important methodological, topical, and theoretical issues in modern Chinese studies, through close reading of foundational texts in the course theme and independent research that builds on existing scholarly research;
- Recognize and use advanced Chinese vocabulary related to the course theme, and develop a critical understanding of the cultural significance of specific words and ideas in the history of Chinese thought;
- Complete an independent research project using Chinese and English-language scholarly sources, exercising and strengthening skills in research, analysis, critical thinking, and academic writing in Chinese studies;
- Gain experience presenting independent ideas and China-related independent research in a formal setting.

Class readings and discussions are held in Chinese and English. Therefore, students should have completed the third-year course in Chinese language or its equivalent before taking this course.

This year’s seminar explores scientific thought in Chinese culture. Required readings introduce students to major debates in the history and cultural studies of Chinese science, including comparative perspectives. Students spend the latter half of the semester preparing individual research papers of 15-20 pages each, with a focus on critical reflection on the relationship between ideas and culture. Students will have an opportunity to present their research at the China Majors Forum in the spring semester.

Grade Breakdown

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>15%</td>
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<tr>
<td>English</td>
<td>7.5%</td>
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<tr>
<td>Chinese</td>
<td>7.5%</td>
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<tr>
<td>Reading Responses and Quizzes</td>
<td>35%</td>
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<tr>
<td>Reading Responses (7)</td>
<td>20%</td>
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<tr>
<td>Vocab Quizzes (6)</td>
<td>15%</td>
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<tr>
<td>Research Paper Preparation</td>
<td>25%</td>
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<tr>
<td>Book Presentation and Review</td>
<td>5%</td>
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<tr>
<td>Research Responses (6)</td>
<td>10%</td>
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<tr>
<td>Final Paper Presentation</td>
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<td>Final Paper</td>
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READINGS

All required articles and primary source texts will be available online or on Blackboard.

The following four books are required reading for this course, available for purchase at the William and Mary bookstore. All books are on reserve in Swem, available for 2-hour periods.


In addition to the four required books, each student will choose ONE additional book from the following list to read as preparation for the final research paper. Only one student is allowed per book. All books are either on reserve for 7-day periods in Swem or are available as e-books.

The following books are **recommended reference readings** for use in your research papers.

SCHEDULE

Notes:
• All readings listed under a class date are to be completed before class on that day.
• All assignments marked with * are due at the start of class on the day listed.
• All quizzes marked with * will take place in class on the day listed.
• Late assignments and missed quizzes may be made up only with prior consent of the instructor or in case of emergencies, in which case appropriate documentation must be provided.

PART I: Foundational Readings in the Cultural Studies of Science in China

Week 1 – Introduction to the Course

Thursday, Aug 30
Course expectations and introduction

Week 2 – Why Study Science in China?

Tuesday, Sept 4
*Reading Response 1 due

Thursday, Sept 6
“胡锦涛强调，要深入贯彻落实科学发展观”2007 年 10 月 15 日 新华社.
(Hu Jintao. 2007 speech on “Scientific Development” at the 17th National Party Congress)
*Vocab Quiz

Week 3 – The Idea of Modern Science

Tuesday, Sept 11
*Reading Response 2 due

Thursday, Sept 13
陈独秀 “本志罪案签辩书”1919 年 1 月 15 日 新青年.
(Chen Duxiu. 1919. New Youth article on “Mr. Science” and “Mr. Democracy”)
*Vocab Quiz

Week 4 – Joseph Needham and the Search for Chinese Science
Tuesday, Sept 18
*Reading Response 3 due

Thursday, Sept 20
“李约瑟”百度百科：百科名片、人物简介、履历、生平
(“Joseph Needham” biographical entry in Baidu Baike. “人生简历” portion not required)
http://baike.baidu.com/view/115045.htm
*Vocab Quiz

Week 5 – Chinese Medical Traditions

Tuesday, Sept 25
*Reading Response 4 due

Thursday, Sept 27
“请教一下关于上火，去火常识！”百度知道
“Please help with common knowledge regarding access heat and reducing heat!”Baidu Zhidao
http://zhidao.baidu.com/question/10259501.html
* Vocab Quiz

Week 6 – Classical Civilizations in Comparison: China and Greece

Tuesday, Oct 2
*Reading Response 5 due

Thursday, Oct 4
“道可道…”道德经 龙文 古文教材课本
“The Way that Can be Named” Selection from the Tao De Jing. Language of the Dragon Classical Chinese Reader
* Vocab Quiz
Week 7 – Science and Social Reform

Tuesday, Oct 9
*Reading Response 6 due*

Thursday, Oct 11
范岱年 1982“目次”“序”、科学传统与文化——中国近代科学落后的原因. 西安：陕西科学技术出版社.
*Vocab Quiz

Week 8 – Engineering Populations in Contemporary China

Tuesday, Oct 16
FALL BREAK (no class)

Thursday, Oct 18
*Reading Response 7 due*

**PART II – Independent Student Research Projects**

Week 9 – Science, Religion and Everyday Life in Rural China

No assignments this week. Use time to read books for Book Review Presentations.

Tuesday, Oct 23

Thursday, Oct 25
Film Discussion

Week 10 – Book Reviews

Tuesday, Oct 30
Book Presentation
*Book Review due*
Thursday, Nov 1
Book Presentation
*Book Review due

Week 11 – Research Phase I: Identifying the Topic and Locating Sources

Tuesday, Nov 6
Swem Library Workshop (Meet in Swem)
*Paper Proposal Response due

Thursday, Nov 8
Swem Library Research and One-on-One Paper Conferences (Meet in Swem)
*Initial Bibliography Response due

Week 12 – Research Phase II: Secondary sources

Tuesday, Nov 13
Workshop: Setting the Baseline (informal presentations and responses)
* Secondary Source Response due

Thursday, Nov 15
Research on your own (no class)

Week 13 – Research Phase III: Primary sources

Tuesday, Nov 20
Workshop: Primary sources (informal presentations and responses)
*Primary Source Response due

Thursday, Nov 22
THANKSGIVING (no class)

Week 14 – Research Phase III: Framing and Conceptualization

Tuesday, Nov 27
Workshop: Using Theoretical Perspectives to Frame Research
*Concepts and Framing Response due

Thursday, Nov 29
Research Workshop: Developing Strong Arguments and Rich Analysis
*Thesis Statement and Paper Map due

Week 15 – Research Phase IV: Presenting Your Research

Tuesday, Dec 4
Final Paper Presentations

Thursday, Dec 6
Final Paper Presentations

Week 16 — Research Phase V: Final Papers

Wednesday, Dec 12
Submit Final Papers by 5:00pm in two forms:
1) Hard copy due in Professor Wilcox’s mailbox
2) Electronic copy submitted on Blackboard

POLICIES AND EXPECTATIONS

Attendance and Participation: Attendance and regular participation are a required part of this course. Participation includes being an active contributor in class discussions and activities, showing respect for the instructor and other students, and being prepared by completing the required readings and bringing them to class, either in hard copy or electronic form. During Chinese language discussion, students are expected to speak in Chinese and to make use of the designated vocabulary for that day. Students will not be penalized for making mistakes when speaking Chinese; however, all students are expected to prepare a few sentences in Chinese before class on Chinese days so that they can express their ideas as clearly and correctly as possible during the class discussion. Students should be prepared to be called on by the instructor to share their ideas in class. Attendance will be taken each day, and two late arrivals will count as one unexcused absence. Unexcused absences will count against the final attendance and participation grade. Excused absences will be granted when the student can show valid reason for being absent from class, such as: doctor’s note, proof of personal emergency, proof of College-required commitment, etc. Apart from exceptional cases, students should inform the instructor in writing before class to receive an excused absence. Students may ask to see their attendance and participation records at any time.

Reading Responses: A Reading Response is due for each English-language required reading (7 in total). The purpose of these papers is to summarize and reflect on the readings in preparation for class discussion, and to provide notes to use when writing your research papers. Response papers should be 1 full page, prose form (not bullet point) single-spaced in 12pt New Times Roman font. They should be submitted in hard copy at the start of class on the day they are due. Late response papers or response papers submitted in electronic form will not be accepted. Response papers should include the following:

- Summary of the author’s main arguments, including the examples or major ideas used to support the author’s points;
- A clear and thoughtful original argument about what significance the work might have to the larger field of Chinese studies.

Grading criteria:
- Evidence of completion of assigned reading in its entirety.
- Accuracy and specificity in the summary of the author’s arguments;
• Originality and depth in the argument about the significance to Chinese studies. Response papers will be graded out of 10 points each, and the total Reading Response grade will be an average of the 7 grades. Missed Response Papers will be recorded as zero points.

**Vocab Quizzes:** A list of 15-20 vocabulary words will be provided with each Chinese reading assignment one week before the assignment is due in class. The purpose of the quizzes is to build new vocabulary that will help with your research for this class, as well as build your overall knowledge of Chinese. Quizzes will have two parts: 1) you will be provided a list of Chinese words, for which you will be asked to provide the English equivalent and the pinyin (with tones); 2) you will be provided one sentence from the assigned reading, for which you will be asked to provide an English translation. Part one will be cumulative, so words from previous weeks may appear in the quizzes for later weeks. Quizzes will be graded out of 20 points, and the total Vocab Quiz grade will be an average of the 6 grades. Missed quizzes can be made up only for excused absences.

**Final Paper and Final Paper Presentation:** The research papers completed in this course are considered capstone projects for the Chinese major. They should represent the highest level of academic research you have done at William and Mary (with the exception of Senior Honors Theses or other major research projects), and they should incorporate all types of knowledge and skills you have gained in the Chinese major, including Chinese language skills, knowledge of Chinese culture, and skills of critical thinking and analysis about China. To follow the theme of this year’s senior seminar, the orienting question for the research papers is: **How have ideas shaped Chinese culture?** While completing the readings and discussions in Part I of the course, take note of any major ideas or innovations you find particularly interesting in the history of Chinese science. For your research paper, select ONE of these ideas, and try to answer the following questions:

a) Where did this idea come from, when did it first become important in China, where, among whom, and why?

b) In what types of cultural production (literature, visual art, everyday life, music, laws, scholarly works, etc.) do we see evidence of the influence of this idea?

c) What can we tell about this idea and the people who used it from the cultural artifacts in which evidence of it appears?

d) What impact did this idea have on Chinese culture?

The following components are required for all research papers:

• analysis of at least one primary source, which may be in the original or in translation (this could be a literary work, a philosophical treatise, a set of art works or images, a set of maps or architectural designs, a diary, a performance or musical work, etc.);

• analysis of at least one Chinese language source, which may be primary or secondary;

• a clear and interesting argument supported by evidence from your research;

• thoughtful analysis that shows how your evidence supports your argument and develops ideas in a critical and nuanced way;

• use of ideas or evidence from two in-class required readings;

• outline of the methodology used in your paper (goal, sources, approaches, limitations);

• reflection on the larger significance of your findings to Chinese studies.
During the last week of classes, students will give 10-minute formal presentations (PPT required) on the content of their final papers. Final papers should be 15-20 pages each, doubled-spaced, in 12-point New Times Roman font. Students are encouraged to be creative in selecting topics for their final papers, making use of any special knowledge they may have, material from courses taken in China or at William and Mary, or topics of particular interest to them.

**Book Presentation and Review:** As the first step of research for the final papers, each student will read, review, and present on one scholarly monograph in the cultural studies of Chinese science. Students will write a book review of 3-4 pages double-spaced, in which students will identify the major contributions of the book, including methodology and sources used, conceptual approaches, and important examples and themes. In addition to the Book Review, students will give a 10-minute formal presentation (PPT required) on the selected book to the class. Students should select a final paper topic related to some material presented in the book, so that the book can serve as a jumping off point for the research paper.

**Research Responses:** During the research phase of the course, each student will submit a series of 6 research response papers, as outlined in the course schedule. Papers are designed to help students stay on schedule with their research and to provide training in core skills of academic research, analysis, and writing. During this phase, students will give informal 3-5 minute presentations (no PPT required) in which they introduce the rest of the class to one secondary source, one primary source, and one theoretical source they have read in the course of their research. ONE of these 3 informal presentations must be on a Chinese-language source. Specific requirements for the research responses will be distributed after Fall Break.

**Academic Honesty:** Honor Code Section 2.2 addresses cheating and plagiarism: [http://www.wm.edu/offices/deanofstudents/services/studentconduct/documents/honorcode.pdf](http://www.wm.edu/offices/deanofstudents/services/studentconduct/documents/honorcode.pdf)

The instructor will rigorously enforce standards of academic honesty, and evidence of cheating/plagiarism will automatically result in referral to the Honor Council.

Students with questions and/or concerns are expected to consult with the instructor and with the Writing Resources Center: [http://www.wm.edu/as/wrc/?svr=web](http://www.wm.edu/as/wrc/?svr=web)

**Wikipedia and Internet Sources:** Wikipedia articles and other Internet sources of questionable academic quality may not be cited as scholarly sources for research papers in this course. Workshops led by the instructor and the Swem reference librarians will help students identify high quality sources available through Swem and other research tools, including Interlibrary Loan. Interested students may also consider organizing a trip to the Library of Congress in Washington, D.C. to gather research materials. I am happy to apply for funding and lead the trip if there is sufficient student interest. Students are encouraged to start research early and stay on schedule to avoid difficulty locating and gaining access to appropriate sources.

**Special Accommodations:** The instructor will honor any special accommodations related to disabilities, student athletics, ROTC, and other matters for which the College has established
rules for such accommodations. Please submit requests for accommodations in writing with proof of College support within the first two weeks of class.

**Office Hours:** Office hours are an important part of this course. Students should attend office hours once within the first four weeks of class to discuss ideas for the final paper projects. In addition, students are encouraged to visit office hours frequently during the semester to discuss research, questions related to the course, or any other issues on which the student would like guidance or assistance. If you cannot attend office hours at the scheduled time, please email me at **eewilcox@wm.edu** to schedule an appointment outside the regular times.

**Classroom Community:** A non-academic goal of this class is to promote community among the graduating cohort of the William and Mary Chinese Program, to build friendships that last beyond your College years. Please feel free to share information about job searches, post-graduation scholarships, and other Senior-related issues in this class. Also, if you have an idea for a community-building activity outside of class, please let me know. There is some funding available for such activities, and I am happy to request it if students have ideas for events.