

SCLA 101 (Fall 2019)

Transformative Texts: Critical Thinking and Communication I

States of self/stories of other

Course Information

Tuesday-Thursday, 12:00-1:15
Beering B238

Instructor

Dr. Tillman

Preferred Pronouns: she/her

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Office Hours: Thursdays, 2:00-2:30 at LaVanza and by appointment

Course description

SCLA101 is based on the fundamental premise that great texts inform and inspire, encouraging creative and imaginative capacities, helping readers see the world from different perspectives and broaden their worldview. Students will examine a series of texts, seeking to understand the contexts in which they were produced, as well as what these texts mean to us today.

SCLA101 is part of Level I of the Cornerstone certificate program, available to all majors. It fulfills the Written Communication and Information Literacy requirements in the Core Curriculum. The course is dedicated to developing and enhancing students' ability to write clearly, advance their understanding of rhetorical situations and choices; analyze and construct arguments; and find and evaluate sources.

Our overarching question for the term is: how do we define selves, in communities and apart from them? In what ways are selves biologically determined or socially constructed? How do language and aesthetic expression help to articulate different ways of being, and what are some fundamental instabilities or tensions within those frameworks? The arch of the class moves from "self" to "us" to "other." We will examine the ways in which debates over the self and human nature provided the foundation for various forms of community building, from the family to the state, especially in terms of the creation of empire. In terms of texts, we will focus, with some comparative points of interest, on ancient Chinese philosophy, the writings of the Grand Historian of the Han dynasty, Sima Qian, and George Orwell's dystopian novel 1984.

Prerequisites (if needed)

None.

Learning outcomes

Written Communication. By the end of the semester, students should be able to

1. Write with clarity, coherence, and concision in a variety of genres.
2. Demonstrate an understanding of the importance of rhetorical situations and choices for a variety of audiences and contexts.
3. Demonstrate critical thinking about writing through reading, analysis, discussion, composing and revising texts in a range of genres.
4. Apply a clear understanding of the process of writing and successfully organize, present, and communicate meaning to fellow readers.
5. Identify, analyze, and evaluate the claims of a variety of sources.
6. Engage critically with transformative texts, drawing on multiple perspectives including the individual, the historical, and the contemporary.

Information Literacy. By the end of the semester, students should be able to

1. Conduct research, engaging search strategies and locating relevant sources.
2. Determine the quantity of information needed, including supplemental sources, in order to satisfy a well-designed research question.
3. Demonstrate the ability to summarize, synthesize, quote, and document sources, using an appropriate documentation style.
4. Critically evaluate information for its quality, accuracy, bias, authority, and relevance.
5. Display an understanding of the historical, ethical, and cultural contexts of both a research question and the sources used to answer it.
6. Express a clear understanding of the issues of intellectual property (such as fair use, plagiarism, and copyright).

Learning resources & texts

In this class, we will be reading philosophy, fiction, and history. One of the goals of this class is for you to read and write across disciplines and in multiple genres.

Ivanhoe, Philip and Bryan W. Van Norden. *Readings in Classical Chinese Philosophy*. 2nd edition. Indiana: Hackett, 2001.

Orwell, George. 1984. [To be stocked].

Sima, Qian. *The First Emperor Selections from the Historical Records*. *Oxford World's Classics*. Oxford ; New York: Oxford University Press, 2007. https://purdue-primo-prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51559919980001081

How to succeed in this course

If you want to be a successful student:

- Attend class. Pay attention in class and take the in-class activities seriously.
- Do the readings!
- Do all the homework on time.
- Be self-motivated and self-disciplined.
- Be willing to “speak up” if problems arise.

- Be willing and able to commit to 4 to 15 hours per week per course.

In contrast, here are some common behaviors that lead to failing the course.

- Procrastinate.
- Forget about deadlines.
- Ignore emails from the instructor and/or your peers regarding course activities.
- Don't get familiar with the grade book and syllabus.

Instructor's face-to-face office hours

Thursdays, 2-2:30 at LaVanza, and by appointment.

Instructor's online hours

These are the university's guidelines, which I follow: I will be available via email and will respond as soon as I am available (generally within 24-48) hours. For the online discussions, I will check in at least 3 times per week. Keep in mind that it is not possible for me to respond to every single posting every week (nor is it pedagogically appropriate), but I will be sure to respond to a variety of postings and students each week and attempt to assure equality in terms of responses to students. Furthermore, there is a specific discussion forum that you can use to ensure that you have my attention – to ask questions or to call my attention to a particular discussion you are engaged in that you would like me to take a look at. If you feel you are being neglected in any way, please contact me. When emailing me, please place in the subject line the course number/section and the topic of the email (i.e. SCLA101 – Assignment 2 Question).

Assignments (Course requirements)

Identify the assignments students need to complete as part of the course. Include the date assignments are due and the number of points each assignment is worth. For example:

You will have a number of individual projects throughout the semester. Details on these assignments, along with rubrics to guide evaluation, and guidelines on discussion participation and evaluation will be posted on the course website.

Assignments	Due	Points
Writing log (due by 9 AM before class)	Ongoing	20
In-class participation (including in-class writing assignments)	Ongoing	35
Persuasive Essay (on philosophical readings)	9/24	15
Comparative Essay (on Sima Qian and 1984)	11/8	20
Pitch	11/22	5
Oral presentation	Last week	5
Total		100

- **Writing log** (20 points; ongoing; **max 250 words** per log). In the Chinese middle ages, academies used reading diaries to help encourage learning. It's a tried-and-true pedagogical method. The purpose of the writing log is to help facilitate class discussion, so it's your opportunity to shape our class discussion. Unless otherwise specified, the assignment is for you to pose a question and then to write 250 answering that question. The writing logs are graded according to a pass/fail system. Because the purpose of writing logs is to prepare for discussion, late work for writing logs will not be accepted.
- **Class participation, including in-class writing assignments** (25 points; ongoing). One of the purposes of the course is to help introduce you to different genres of writing, which include, for example, crafting concise tweets with appropriate hashtags; how to write a personal blogpost; how to write a thesis statement; how to outline a paper with evidence to support a thesis statement. We will use class as an opportunity to help you practice and to think through some of the basics of good communication. This grade combines attendance, participation, and writing assignments.

- **Persuasive essay regarding philosophies of the self** (10 points; due September 24). Select one of the following:
- (1) Is human nature evil? What are the ramifications of viewing human nature as evil or good? Select the viewpoint of either Xunzi or Mencius; use the philosophy of the other philosopher as a counterargument to the position that you are taking. You may also draw upon notions of biological determinism or complexity discussed in class or draw upon your own reading in that field.
- (2) What is goodness? How is it achieved? Select the viewpoint of either Confucius or Zhuangzi; use the philosophy of the other philosopher as a counterargument to the position that you are taking. You may also draw upon notions of biological determinism or complexity discussed in class or draw upon your own reading in that field.
- (3) Formulate a question of your own, but be sure to select two opposing viewpoints grounded in texts that we've read in class. Be sure to use one viewpoint as a counterargument to the thesis that you are putting forward. You may also draw upon notions of biological determinism or complexity discussed in class or draw upon your own reading in that field. Please clear the topic with the instructor at least three weeks prior to the due date.
- **Comparative essay** (10 points; due November 8). Select one of the following:
- (1) The Oxford English Dictionary defines totalitarianism as, "Of or pertaining to a system of government which tolerates only one political party, to which all other institutions are subordinated, and which usually demands the complete subservience of the individual to the State." If we take totalitarianism to mean "complete subservience of the individual to a centralized State," in what ways did the Legalists achieve or fall short of articulating a totalitarian political philosophy? In what ways did Sima Qian and George Orwell describe political philosophies that demand individual subservience to the state? How do the genre and structure of these texts influence the presentation of how the state was formed or maintained?
- (2) *The Classic of Filial Reverence* posits that family relationships are the bedrock of all political relationships. In what ways do Sima Qian and George Orwell describe social relationships and their effect on political order? To what degree do these examples illustrate by negative or positive example some of the principles put forward in *The Classic of Filial Reverence*? How do the genre and structure of these texts influence the presentation of the political dimensions of social relationships?
- (3) Formulate your own question, but be sure to do so (a) in relation to the readings in the first section of class (b) in a way that will allow you to compare *1984* and *The Records of the Grand Historian*. Please clear the topic with the instructor at least three weeks prior to the due date.
- **A Pitch**. (5 points, due November 22.) The pitch will be structured in terms of presenting a major problem that we've discussed in class, and then finding or proposing a solution to that problem. The pitch should reflect issues that have been covered in our readings. The pitch will be the basis for an oral presentation. (See below).
- **Oral presentation** (5 points; 5 minutes each; due the last week of class according to the sign-in). Oral presentation of the "pitch."
- **Extra credit**. Students will have two opportunities mid-semester for extra credit: going to a showing of *1984* and attending the Purdue-East Asia Conference. Students must submit a writing log in order to receive extra credit, and it will be worth one writing log.

By the end of week 7 (October 6), students will receive a concise email regarding their participation in class. This is in accordance with university policy. Please note that these grades will not become part of the permanent record.

Policies

Incompletes

A grade of Incomplete (I) will be given only in unusual circumstances. To receive an "I" grade, a written request must be submitted prior to the final week of class and approved by the instructor. Requests are accepted for consideration but in no way ensure that an incomplete grade will be granted. The request must describe the circumstances, along with a proposed timeline for completing the course work. You will be required to fill out and sign an "Incomplete Contract"

form that will be turned in with the course grades. Any requests made after the course is completed will not be considered for an incomplete grade.

Academic Dishonesty

Please see the University policy for academic dishonesty: Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

Please review the following resource page on plagiarism:

http://www.education.purdue.edu/discovery/research_integrity.html.

In class, we will discuss ways to avoid plagiarism (for example, the differences between paraphrasing and summarizing, taking notes, etc).

Purdue's student guide for academic integrity: <https://www.purdue.edu/odos/academic-integrity>

The Purdue Honor Pledge: "As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."

Attendance

This is a seminar, in which oral discussion and participation in class activities weighs for a large percentage of the grade. We conduct a number of in-class writing exercises, which means that when you miss class, you also miss the opportunity to learn from your classmates and these activities.

In order to build in a certain amount of leniency in the class, the instructor drops the lowest three writing logs and lowest three in-class participation activities without penalty or explanation. This effectively means that students may miss a week and a half of class. In the absence of a bereavement or a major medical emergency, each subsequent missed class will result in the loss of 5% of the student's *overall* grade.

Here is information from Purdue University: Purdue expects students to be present for *every* meeting of the classes in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible...For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students.

The link to the complete policy and implications can be found at:

http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

Missed or late work

Extreme circumstances may necessitate an extension; if so, please request one of the instructor 24 hours in advance. Late assignment will be marked down by 5% for each day late. Missed assignments – defined as assignments not submitted within eight days of the due date – will be marked as zero.

Grief absence policy for students

Below is the University's Grief Absence Policy for Students:

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family.

See the University's website for additional information:

http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

Violent behavior policy

Below is Purdue's policy prohibiting violent behavior. You may want to include some info from Purdue's violent behavior policy:

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

See the University's website for additional information:

<http://www.purdue.edu/policies/facilities-safety/iva3.html>

Emergency Statement

Address what the student should do in emergency situations. Define procedures for communicating with the students and submitting assignments. For example:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Accessibility and Accommodations

Address Purdue policy and your personal policy for supporting students with disabilities. For example:

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Diversity and Inclusion Statement

You may want to include your personal policy on nondiscrimination. Below is Purdue's policy statement for nondiscrimination.

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University

seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the Vice President for Ethics and Compliance for final determination.

You may want to refer students to Purdue's nondiscrimination statement:

http://www.purdue.edu/purdue/ea_eou_statement.html

Mental Health Statement

College can be a very difficult transition; life in general is hard. It's really important that you reach out for help if you need it. The University Senate, CAPS and the Dean of Students, ask faculty to share the following resources:

- **If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>.** Sign in and find information and tools at your fingertips, available to you at any time.
- **If you need support and information about options and resources,** please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).
- **If you're struggling and need mental health services:** Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Course Schedule

Date	Topic & Readings	Assignments
<u>Week 1</u> Aug. 20	Introductions In-class writing exercises	
"SELF"		
Thurs., Aug. 22	Topic: How does media shape identity, performance, and community?	Writing log due before 9:00 AM Jia Tolentino, "The I in Internet"
<u>Week 2</u> Tues., Aug. 27	Topic: How does media shape the message? In-class activity: discussion of memes; importance of context and genre (media) for shaping the message	Due before 9:00 AM: go to https://imgflip.com/memegenerator ; select a meme to represent one of Confucius's more concise sayings (for example, Analects 1.19-4.25; others also possible)

	* Note: Tuesday, August 27 is the last day to register without a late fee	Read: "Kongzi," RICCP (Blackboard)
Self: Cultivating Self		
Thursday, August 29	<p>From Senses to Self: Is there a self?</p> <p>Topic: Moral learning for children: How much do our childhoods shape who we are and how we think?</p> <p>In-class group activity: elements of persuasive writing. Discuss: What is Cline's thesis? Is it persuasive? Why or why not?</p> <p>*Note: Monday, September 2 is the last day to cancel a course without it appearing on one's record</p>	<p>Writing Log due before 9:00 AM</p> <p>Read:</p> <ol style="list-style-type: none"> 1) "Neuron creation in brain's memory centre stops after childhood." https://www.nature.com/articles/d41586-018-02812-6 2) Erin M. Cline, <i>Families of Virtue : Confucian and Western Views on Childhood Development</i>. Columbia University Press, 2015: https://purdue-primo-prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51782860110001081 3) Read Purdue's advice on writing persuasive essays: https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html
Week 3 Tuesday, September 3	<p>How can we cultivate goodness in the self?</p> <p>In-class group activity: Create a twitter handle/photograph for Mengzi/Mencius. Select tweets that your group likes the most.</p>	<p>Due before 9:00 AM: Write a tweet (140 characters) from the perspective of Mengzi/Mencius.</p> <p>Read:</p> <ol style="list-style-type: none"> 1) "How to write a great tweet," https://www.templatemonster.com/blog/how-to-write-good-tweets/ 2) Chapter 3, "Mengzi," in Ivanhoe and van Norden
Thursday, September 5	<p>How can we regulate evil in the self?</p> <p>In-class group activity: Create an outline comparing Mengzi and Xunzi.</p>	<p>Due before 9 AM: Write a tweet (140 characters) from the perspective of Xunzi</p> <p>Read:</p> <ol style="list-style-type: none"> 1) Chapter 6, "Xunzi," in Ivanhoe and van Norden 2) Chapters 1-2 ("An Exhortation to Learning"; and "Cultivating Oneself," pages 1-15) and Chapter 23, "Human Nature is Bad" in Hutton, Eric L. <i>Xunzi : The Complete Text</i>. Princeton University Press, 2014. https://purdue-primo-prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51787656600001081
Self as gendered		
Week 4 Tuesday, September 10	<p>Topic: What accounts for differences in the self? What are types of differences? Is yin/yang different from male/female or men/women?</p>	<p>Writing log due before 9 AM.</p> <p>Read:</p> <ol style="list-style-type: none"> 1) "The Science of Sex and Gender," https://www.scientificamerican.com/article/the-new-science-of-sex-and-gender/ or Blackboard 2) "The Story of John" Blackboard 3) Ban Zhao, "Admonitions for Women," http://afe.easia.columbia.edu/ps/cup/banzhao_admonitions.pdf or on Blackboard 4) ""Mencius and his Mother: A Lesson Drawn from Weaving" [Literary Excerpt and Illustration]," in <i>Children and Youth in History</i>, Item #189,

		http://chnm.gmu.edu/cyh/items/show/189 . Annotated by Anne Kinney. Or on Blackboard. Li Zhi (1527-1602), "A letter," http://www.history.ubc.ca/sites/default/files/courses/documents/%5Brealname%5D/li_zhi_on_women_and_the_way_1.pdf
Thursday, September 12	Is it possible to rescue traditions in the modern world? What do philosophical traditions offer to us, in terms of thinking about who we are? * Note: Monday, September 16 is the last day to withdraw from a course without a signature	Writing log due before 9:00 AM 1) Michael Nylan, "Feminist/Confucian: A Search for Dignity," Blackboard 2) Sarah Bessey, "On being a Christian and being a feminist...and belonging nowhere." https://sarahbessey.com/christian-feminist/ 3) Read "7 tips for writing that great blog post," https://www.huffpost.com/entry/7-tips-for-writing-that-g_b_10724558 or Blackboard 4) Pages 66, 74, 76, 78, 90 in Harold Roth (See Blackboard)

Self as individuated or relational

Week 5 Tuesday, September 17	How do we grow as people – through individuation or relationality? In what ways are these paradigms founded on a certain notion of the self?	Writing log due before 9:00 AM. Read: 1) Excerpts from <i>Paradise Lost</i> (Blackboard) 2) Rosemont, Henry, and Roger T. Ames. <i>The Chinese Classic of Family Reverence a Philosophical Translation of the Xiaojing</i> . Honolulu: University of Hawai'i Press, 2009. https://purdue-primo-prod.hosted.exlibrisgroup.com/permalink/f/1o8r5pt/PURDUE_ALMA51691159970001081
Thursday, September 19	When does a good son not follow orders? In-class group activity: create hashtags for #Legalism(fajia), #Confucianism(rujia), etc., or other issues. Which hashtags apply best to Xunzi? To various philosophers we've studied?	Writing log due before 9:00 AM. Read: 1) Chapter 29, "The Way to be a Son," in Hutton, Eric L. Xunzi : The Complete Text. Princeton University Press, 2014. https://purdue-primo-prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51787656600001081 2) Cheng Yi (1033-1107), "Biography of My Parents" (See Blackboard)
Week 6 Tuesday, September 24	In what ways did Confucians imagine a continuum between parenthood and political leadership?	Writing log due before 9:00 AM. Chapter 24, "The Gentleman" in Hutton, Eric L. Xunzi : The Complete Text. Princeton University Press, 2014. https://purdue-primo-prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51787656600001081 Chapter 7, "Han Feizi," in Ivanhoe and van Norden

Essay no. 1 (persuasive essay) due by Tuesday, September 24 by 5:00 PM

"US"

Thursday, September 26		Writing log due before 9:00 AM.
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		Sima Qian. "The Biography of the Chief Minister of Qin (Li Si)." In <i>The First Emperor Selections from the Historical Records</i> . Oxford World's Classics (Oxford University Press). Oxford ; New York: Oxford University Press, 2007. https://purdue-primo-prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51559919980001081
Week 7 Tuesday, October 1	No class meeting.	Library assignment.
Thursday, October 3	No class meeting.	
Week 8 Tuesday, October 8 *Yom Kipper	October Break: holiday	
Thursday, October 10		1984, Book 1
Week 10 Tuesday, October 15	In-class activity: discussion of New York Times Privacy Project: https://www.nytimes.com/interactive/2019/04/10/opinion/privacy-survey.html	1984, Book 2
Thursday, October 17		1984, Book 3
*Extra credit: Either October 16 or October 17: Attend showing of Aquila Theatre Company, 1984 (Purdue Convos) On either night, attend 6:30 PM at Stewart Center 310, Dr. Srivastava's pre-show talk		
Week 11 Tuesday, October 22	Class is encouraged to attend the Purdue-East Asia Conference * Note: Tuesday, October 22 is the last day to add or modify a course with instructor, advisor, and departmental head signatures; last day to withdraw from a course with a W or WF grade	Class meets at the Ringel Gallery, "Ministry of Truth: Art of the Propaganda Poster"
Thursday, October 24		Writing log due before 9:00 AM. Sima Qian. "The Birth of the First Emperor," and "An Assassination Attempt." Chapters 1 and 2 in <i>The First Emperor Selections from the Historical Records</i> . Oxford World's Classics (Oxford University Press). Oxford ; New York: Oxford University Press, 2007. https://purdue-primo-prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51559919980001081
Week 12 Tuesday, October 29		Writing log due before 9:00 AM. Sima Qian. "The Annals of Qin" and "The Treastises" in <i>The First Emperor Selections from the Historical Records</i> . Oxford World's Classics (Oxford University Press). Oxford ; New York: Oxford University Press, 2007. https://purdue-primo-prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51559919980001081

		prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51559919980001081
Thursday, October 31 *Halloween		Writing log due before 9:00 AM. Sima Qian. "The Rebel Chen Sheng." Chapter 8 in <i>The First Emperor Selections from the Historical Records</i> . Oxford World's Classics (Oxford University Press). Oxford ; New York: Oxford University Press, 2007. https://prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51559919980001081
<u>Week 13</u> Tuesday, November 5		Writing log due before 9:00 AM. Sima Qian. "The Rebel Xiang Yu." Chapter 7 in <i>The First Emperor Selections from the Historical Records</i> . Oxford World's Classics (Oxford University Press). Oxford ; New York: Oxford University Press, 2007. https://prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51559919980001081
Thursday, November 7		Writing log due before 9:00 AM. Sima Qian. "The Annals of Liu Bang." http://www.iub.edu/~g380/4.3-Rise-2010.pdf
Essay no. 2 (comparative essay) due Friday, November 8 at 5:00 PM		
"OTHER"		
<u>Week 14</u> Tuesday, November 12		Writing log due before 9:00 AM. Sima Qian. "The Builder of the Great Wall (Meng Tian)." In <i>The First Emperor Selections from the Historical Records</i> . Oxford World's Classics (Oxford University Press). Oxford ; New York: Oxford University Press, 2007. https://prod.hosted.exlibrisgroup.com/permalink/f/vjfldl/PURDUE_ALMA51559919980001081
Thursday, November 15		Writing log due before 9:00 AM. Sima Qian. "The Account of Xiongnu." In: Sneath, David, and Kaplonski, Christopher. "Sima Qian (1993) 'The Account of the Xiongnu'." In <i>The History Of Mongolia</i> , 43-67. 2010. https://prod.hosted.exlibrisgroup.com/permalink/f/1c3q7im/TN_brill_sB9789004216358_s004 (25 pages)
SELF AND EMPIRE		
<u>Week 15</u> Tuesday, November 19		Writing log due before 9:00 AM. Sima Qian. "Boyi and Shuqi." Sima Qian. Letter to Ren Ai. http://www.indiana.edu/~g380/4.12-Sima-2010.pdf
Thursday, November 21		Writing log due before 9:00 AM. Due before 9:00 AM: (1) Wesson, "Neuroplasticity," http://brainworldmagazine.com/neuroplasticity/

(2) “Zhuangzi” in Ivanhoe and van Norden

Essay no. 3 (pitch) due on Friday, November 22

Week 16
Tuesday,
November
26

TBA

Thursday,
November
26

Thanksgiving: No class meeting.

PRESENTATIONS

Week 17
Tuesday,
December 3

Student presentations.

Thursday,
December 5

Student presentations.

Week 18
December 9-
14

Final schedule will be announced mid-semester as per Purdue policy; no final exam for this class

Tuesday,
December
17

Final grades due at 5 PM

Winter
Break

** Schedule and assignments subject to change. Any changes will be posted in Blackboard. Please see Blackboard/email for further details regarding the week.*

Course Evaluation

During the last two weeks of the course, you will be provided with an opportunity to evaluate this course and your instructor. Purdue now uses an online course evaluation system. You will receive an official email from evaluation administrators with a link to the online evaluation site. You will have up to two weeks to complete this evaluation. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

Disclaimer

This syllabus is subject to change.

If you've read this syllabus until the end, send the instructor an image of a dinosaur