Instructor: David Curtis Wright  
Office: 616 SS  
Phone: 220-6408  
Office hours: Tu, Th 9:00 -10:00 a.m.; other hours (Tu, W, Th only) by appointment. Please respect these office hours.

Course description

This is a course in the history of strategic thought and warfare in premodern and modern China. We will be reading both primary historical documents (in translation, of course) and modern scholarship. Roughly the first half of the course concentrates on strategic thought and warfare in premodern (ancient and imperial) China, while the remaining half considers modern (mostly twentieth-century) Chinese military history. The course will help students think about which aspects of China's military thought and deployments today are new and innovative and which are based on Chinese tradition. The purpose of the course is not so much to spoon-feed answers to students as it is to get them to think in depth about this question. The central questions of this class are these:

1. What were the varieties of Chinese strategic and tactical thought in the past? Which periods faced which military challenges and security environments?
2. In the present, what connections, if any, are there between antiquity and modernity? In other words, do antiquity and modernity dance? Are antiquity and modernity so far removed from each other in time and concept that they have no real connections? Are there some ways in which antiquity and modernity are connected and some in which they are not?
3. How might the past and the present influence the course of China’s future strategic and military choices, conceptualisations, and actions? Do the trends of the past and present point to or adumbrate future developments? Might conflict or outright war emerge between China and the West in general or the United States in particular?

Successful completion of this course will enable you to:
* Be familiar with the basic course and contours of Chinese strategic thought from past to present
* Identify and discuss specific strategic thinkers in Chinese history, from Sunzi through Mao Zedong and Xi Jinping
* Discuss and analyse current Canadian and international concerns about China’s strategic courses and intentions
* Comment intelligently on the bearing the past may and may not have on China’s current regional and global strategies
* Name and discuss the strategic issues and controversies pertaining to China today
* Recognise and analyse the ideological orientations and perspectives of Westerners who comment on Chinese strategic affairs.
* Recognise and analyse the same in Chinese commentators

**Required reading**

The following books are required reading for this course. I realise, of course, that they are expensive. My requirement is not necessarily that you buy them, but only that you read them.


Course requirements

Each student will write weekly quizzes on assigned readings, write a term paper, make class presentations, and participate in class discussions. Attendance is also important.

The reading quizzes will be the first order of business at each class and will last for approximately 20 to 25 minutes. The quizzes will consist of around three or four short essay questions, and you will select and write around two paragraphs on it. The purpose of these quizzes is not to trip students up or put them on edge, but to hold them accountable for the assigned readings and make sure that they are prepared for class discussions. Because everyone can have a bad day or week (or two), the lowest two of the twelve quiz scores will be dropped. I will allow one make-up quiz, with no questions asked, no later than two weeks (fourteen calendar days) after its scheduled time. (Please see me about arrangements for a time and place for your make-up quiz.) I will allow one additional make-up quiz in extraordinary circumstances.

The term paper has two different due dates. The first deadline for the term paper, 19 November 2019, is for students who would wish to receive their graded paper on the last day of class. The second deadline, 26 November 2019, is for those students who do not need to know their paper grade on the last day of class. The paper will be twelve to fifteen pages (12 point print, double spaced, one-inch margins) in length and will be on a topic of the student's choosing. For this paper you are to use at least five sources, only two of which may be from the books used in this course. The remaining two sources must be from scholarly books or periodicals. The term paper is to have essay structure. (I am assuming that by this point in your undergraduate education you know what an essay is and how to write and structure one.) If you would like, you may discuss your term paper topic with me during office hours.

The final examination, to be held during the last hour of the last day of class (3 December 2019), will be comprehensive and will be drawn from assigned readings, material covered in class, and class discussions. It will be scored as one of the twelve quizzes in the course.

Each student will give two oral presentations to the class that will consist of two parts: a relevant topic that interests him/her and a book report on an additional book (i.e., not one of the assigned books) or very substantial website (at least 200 pages or 70,000 words) on a topic of interest to him or her. Students should schedule presentation times at least two weeks in advance; this may be done briefly during class time or with me on an individual basis. Students will be marked on the quality and clarity of their presentations. For the presentation, each student should prepare two paper documents to be handed out to each member of the class and the instructor: a one-page outline of their topic presentation and a one-page review of the additional book on which they are reporting. The latter document should sum up the book's main points, contributions, and shortcomings. All students will be accountable for the content of these presentations in the final examination. Please note that the time length of these presentations will be determined by the number of students enrolled in the course.

Class participation is important in a colloquium course. Speak up once in a while, ask questions, and comment. Do the assigned reading and come to class prepared to talk about it.
Final mark

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading quizzes (2 x 10; lowest score dropped)</td>
<td>20</td>
</tr>
<tr>
<td>Term paper</td>
<td>50</td>
</tr>
<tr>
<td>Presentations</td>
<td>15</td>
</tr>
<tr>
<td>Class participation</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Attendance

This course is run as a seminar, so attendance and discussion are both important. I will take roll at the beginning of each course meeting. Everyone can have a bad day or week, so I will allow one unexcused absence with no questions asked. In addition, I will allow one excused absence, if absolutely necessary, for urgent and valid reasons. Attendance is, of course, a necessary prerequisite for participation in this class, and failure to attend will inevitably lead to lower participation grades.

SCHEDULE

N.B. These dates and topics are tentative and subject to change as course needs dictate.

September

10  Introduction to class; lectures
17  Quiz: Confucius, Mencius, Han Fei-tzu (all)  
    Lectures; class discussion
    Student presentations
24  Quiz: Sawyer, Seven Military Classics.
    Class discussion
    Student presentations

October

1   Quiz: Graff, A Military History of China
    Class discussion
    Student presentations
8   Quiz: Johnston, Cultural Realism, pages ix-xiii, 1-154
    Class discussion
    Student presentations
15  Quiz: Johnston, Cultural Realism, pages 155-266
    Class discussion
Student presentations

22 Quiz: Wang, *Harmony and Culture*
Class discussion
Student presentations

29 Quiz: Mearsheimer, *The Tragedy of Great Power Politics*
Class discussion
Student presentations

**November**

5 Quiz: Allison, *Destined for War*
Class discussion
Student presentations

12 *Term break; no class meeting*

19 *First paper deadline* (for students wanting paper marks prior to last day of class)
Quiz: Pillsbury, *The Hundred-Year Marathon*
Class discussion
Student presentations

26 *Term papers due* (for students not needing marks prior to last day of class)
Quiz: Goldstein, *Meeting China Halfway*
Class discussion
Student presentations

**December**

3 *Final examination* (first hour)
Quizzes: Khan, *Haunted by Chaos* and Economy, *The Third Revolution*
Student presentations
Class discussion
Some possible readings (Yellow highlighting = highly recommended/important)


Michael D. Swaine, *The Role of the Chinese Military in National Security Policymaking*. Santa Monica: RAND,


Program Advising and Student Information Resources:
- **Attention history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at https://arts.ucalgary.ca/current-students/undergraduate.
- For further information on academic advising and degree planning for arts students, see https://arts.ucalgary.ca/current-students/undergraduate/academic-advising.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Library Block (MLB), call 403-210-ROCK (7625), or visit http://www.ucalgary.ca/registrar/.
- Registration changes and exemption requests: https://www.ucalgary.ca/registrar/registrar/registration/appeals.

**Departmental Grading System:**
The following percentage-to-letter grade conversion scheme is used in all Canadian Studies,
History, and Latin American Studies courses, except for HTST 200.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.00</td>
<td>Outstanding</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>4.00</td>
<td>Excellent—superior performance showing comprehensive understanding of subject matter.</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>3.70</td>
<td>— superior performance showing superior performance showing knowledge of subject matter.</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>3.30</td>
<td>— knowledge of subject matter generally complete.</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>3.00</td>
<td>— knowledge of subject matter.</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>2.70</td>
<td>— knowledge of subject matter.</td>
</tr>
<tr>
<td>67-69</td>
<td>C+</td>
<td>2.30</td>
<td>— knowledge of subject matter.</td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
<td>2.00</td>
<td>— knowledge of subject matter.</td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
<td>1.70</td>
<td>— knowledge of subject matter.</td>
</tr>
<tr>
<td>56-59</td>
<td>D+</td>
<td>1.30</td>
<td>— knowledge of subject matter.</td>
</tr>
<tr>
<td>50-55</td>
<td>D</td>
<td>1.00</td>
<td>— knowledge of subject matter.</td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>0</td>
<td>— knowledge of subject matter.</td>
</tr>
</tbody>
</table>

**Writing:**
All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly referenced.

**Red Box Policy:**
Essays and other assignments may be dropped into the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name**, and 4) **your student number**. Assignments received after 4:00 p.m. are date stamped the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied at 4:00 p.m. Monday to Friday.
Plagiarism:
Plagiarism occurs when one submits or presents one’s work in a course, or ideas and/or passages in a written piece of work, as if it were one’s own work done expressly for that particular course, when, in fact, it is not. As noted in The History Student’s Handbook
Plagiarism may take several forms:
• Failing to cite sources properly
• Submitting borrowed, purchased, and/or ghostwritten papers
• Submitting one's own work for more than one course without the permission of the instructor(s) involved
• Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works
• Using notes does not justify the sustained presentation of another author’s language and ideas as one’s own

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work is reported to the Faculty of Arts’ associate deans of students who will apply the penalties specified in the University of Calgary Calendar, Section K. https://www.ucalgary.ca/pubs/calendar/current/k.html

Copyright:
Instructors in all University of Calgary courses strictly adhere to the Copyright Act regulations and educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, you may be required to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary’s copyright policy, see http://library.ucalgary.ca/copyright.

Academic Accommodations (implemented July 1, 2015):
The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (https://www.ucalgary.ca/access/) in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Other Useful Information:
• Department Twitter @ucalgaryhist

Please see https://www.ucalgary.ca/registrar/registration/course-outlines for information on:
• Wellness and Mental Health
• Student Success
• Student Ombuds Office
• Student Union (SU) Information
• Graduate Students’ Association (GSA) Information
• Emergency Evacuation/Assembly Points
• Safewalk

Fall 2019
What are another words for Required reading? Handbook, manual, textbook. Full list of synonyms for Required reading is here. If you know synonyms for Required reading, then you can share it or put your rating in listed similar words. Suggest synonym. Required reading Thesaurus. Required reading. What a terrible term it was. It wasn’t that I was being forced to read: I could get behind that. The resentment I felt was tied to the fact that I loved reading, but teachers and administrators and whoever else had all conspired against me to keep the books I wanted to consume out of my hands. Required reading wasn’t easy anymore. The print was small! The chapters went on forever! Most of all, they were boring!