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 We will be reading both primary historical documents (in translation, of course) and modern scholarship.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 and Western concerns over China’s strategic intentions. 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 central questions of this class are these:

1. What were the varieties of Chinese strategic 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?

Learning outcomes

Students who successfully complete this seminar will have a basic familiarity with the debate over strategic culture and structural realism and which is more influential in China’s present strategic behaviour and posturing. Concomitant with this will be a cursory knowledge of both the Confucian and Legalist intellectual traditions and the debate over which of them is more influential in the formulation of Chinese strategy today. They will also be able to discuss the debates over whether and to what extent the Chinese past has any bearing on the Chinese
present, especially in strategic and geostrategic terms. Finally, they will have some basis upon which to discuss whether China today constitutes and poses threats to the democratic world. The purpose of this course is not to spoon-feed students with answers to these debates and questions, but to make them more familiar with the terms and contours of these debates and questions.

Reading material (all are required)

Please note that the instructor requires that these books be read, and not necessarily that they be purchased. Students may of course endeavour to secure access to these books through all lawful means.


HAN Fei-tzu, _Han Fei-tzu_ (Burton Watson, translator). New York: Columbia University Press, 1964. (ASIN: B08DSYSM1G). Available for purchase in university bookstore, and also available by Googling “Han Feizi PDF” and then clicking on “Han Feizi – University of Hawaii.”


Available for purchase at university bookstore; digital version also available through VitalSource [https://calgary-store.vitalsource.com/products/cultural-realism-alastair-iain-johnston-v9780691213149]


**Assessment**

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 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 contact me about arrangements for a time for your make-up quiz.) I will allow one additional make-up quiz in extraordinary circumstances.

The term paper, due 23 November 2021, 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 on 7 December 2021 during the last hour of the last day of class will be comprehensive and will be drawn from assigned readings, material covered in class, student presentations, and class discussions.

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 with the instructor 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 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. In this connection, attendance in this class is essential because it is run as a seminar. 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. I will excuse additional absences for exceptionally difficult circumstances; for these, please consult with me.

Course grades are assigned according to point totals as outlined below. There is no limited supply for any grade. In other words, the instructor does not grade on any sort of curve.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading quizzes (2 x 10; lowest two scores 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>10</td>
</tr>
<tr>
<td>Final examination</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
</tr>
<tr>
<td>Percentage</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
</tr>
<tr>
<td>67-69</td>
<td>C+</td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
</tr>
<tr>
<td>56-59</td>
<td>D+</td>
</tr>
<tr>
<td>50-55</td>
<td>D</td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
</tr>
</tbody>
</table>

N.B.: Students are expected to reach the grade range to receive that letter grade (i.e., to receive an A- a student will have earned an 80 or 3.7 in the course). There is no rounding up for grades. The line must be drawn somewhere.

**Learning technologies requirements**

In order to successfully engage in learning experiences in this class, students will need reliable internet access and a computer, tablet, or other such device to access live lectures. There is a D2L site for this course that contains relevant class resources and materials. As a seminar course delivered entirely online and entirely synchronously via Zoom, there are of course some basic and essential technological requirements for the successful completion of it. Email access and use is required, as is basic familiarity with Zoom, both audio and visual, with microphone function. Since office hours are also conducted entirely online, there is all the more need for students to have access to a microphone. To access Zoom, simply log on to your D2L account, click on HTST 317, click on Communication, and scroll down to Zoom. Once you click on Zoom, you will see a list of scheduled lectures.

**Schedule**

*September*

7   Introduction to class; lectures

14  Quiz, Confucius, Mencius, Han Fei-tzu
    Lectures; class discussion
    Student presentations
<table>
<thead>
<tr>
<th>Week</th>
<th>Quiz</th>
<th>Reading Material</th>
<th>Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Quiz: Sawyer, <em>Seven Military Classics</em></td>
<td>Class discussion</td>
<td>Student presentations</td>
</tr>
<tr>
<td>28</td>
<td>Quiz: Graff, <em>A Military History of China</em></td>
<td>Class discussion</td>
<td>Student presentations</td>
</tr>
<tr>
<td></td>
<td><strong>October</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Quiz: Johnston, <em>Cultural Realism</em>, pages ix-xiii, 1-154</td>
<td>Class discussion</td>
<td>Student presentations</td>
</tr>
<tr>
<td>12</td>
<td>Quiz: Johnston, <em>Cultural Realism</em>, pages 155-266</td>
<td>Class discussion</td>
<td>Student presentations</td>
</tr>
<tr>
<td>19</td>
<td>Quiz: Wang, <em>Harmony and Culture</em></td>
<td>Class discussion</td>
<td>Student presentations</td>
</tr>
<tr>
<td>26</td>
<td>Quiz: Allison Graham, <em>Destined for War</em></td>
<td>Class discussion</td>
<td>Student presentations</td>
</tr>
<tr>
<td></td>
<td><strong>November</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Quiz: Schuman, <em>Superpower Interrupted</em></td>
<td>Class discussion</td>
<td>Student presentations</td>
</tr>
<tr>
<td>9</td>
<td><strong>Term break; no class meeting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Quiz: Kroenig, <em>The Return of Great Power Rivalry</em></td>
<td>Class discussion</td>
<td>Student presentations</td>
</tr>
<tr>
<td>23</td>
<td><strong>Term paper due</strong></td>
<td>Quiz: Hillman, <em>The Emperor’s New Road</em></td>
<td>Class discussion</td>
</tr>
</tbody>
</table>
Quiz: Markey, *China’s Western Horizon*
Class discussion
Student presentations

*December*

7: **Final examination** (first hour)
Quiz: Economy, *The Third Revolution*
Class discussion

Some possible extra readings for term papers and book report presentations (classic or more important books are highlighted in yellow)


THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

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 performance</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>4.00</td>
<td>Excellent performance</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>3.70</td>
<td>Approaching excellent performance</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>3.30</td>
<td>Exceeding good performance</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>3.00</td>
<td>Good performance</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>2.70</td>
<td>Approaching good performance</td>
</tr>
<tr>
<td>67-69</td>
<td>C+</td>
<td>2.30</td>
<td>Exceeding satisfactory performance</td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
<td>2.00</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
<td>1.70</td>
<td>Approaching satisfactory performance</td>
</tr>
<tr>
<td>56-59</td>
<td>D+</td>
<td>1.30</td>
<td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td>
</tr>
<tr>
<td>50-55</td>
<td>D</td>
<td>1.00</td>
<td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject</td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>0</td>
<td>Failure. Did not meet course requirements</td>
</tr>
</tbody>
</table>

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact Enrolment Services.
- Sometimes unexpected circumstances may affect your timetable. You can change your registration during the course change period. Please see the Registration Changes and Exemption Requests page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

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 documented according to the format described in The History Student’s Handbook.
Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student’s academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct Policy and Procedure documents, and visit the Academic Integrity Website.

Plagiarism
Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see The History Student’s Handbook for more details, but to summarize, 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

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art’s associate deans of students who will apply the penalties specified in the university calendar.

Academic Accommodation
It is the student’s responsibility to request academic accommodations according to the Student Accommodations policy. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities. Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor. SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit Student Accessibility Services.

Research Ethics
If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics website before beginning the assignment.

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites
without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Copyright of Educational Materials
The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the 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, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the University of Calgary copyright page.

Freedom of Information and Protection of Privacy
Student information will be collected in accordance with usual classroom practice. Students’ assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording
The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning
The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and
addresses incidents that occur off-campus in certain circumstances. Please see the sexual violence policy.

Other Useful Information
Please see the Registrar’s Course Outline Student Support and Resources page 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

Department of History Twitter @ucalgaryhist

Fall 2021 (in-person)