Biography: The History of One Study Guide

Included Materials:
I. Lecture Outlines and Key Terms/Ideas
II. Portfolio Weekly Assignments

Included in Supplementary Course Resources [Separate Document]:
Assigned Readings:
1. Plutarch
2. Literary Biography: WWI/Identity, Bloomsbury Group, Inklings
3. Reality Television & Biography
Optional reading: Peter Lowenberg, “The Psychohistorical Origins of the Nazi Youth Cohort”

Additional biographical information, samples of biography, and articles on biography are for your convenience and personal interest. They may be used to better understand the topics under study and utilize in your portfolio.
I. Study Guides
Lecture Outlines and Key Terms/Ideas
BIOGRAPHY: THE HISTORY OF ONE
THE IMPORTANCE OF THE INDIVIDUAL PERSPECTIVE: WHY BIOGRAPHY?

LECTURE OUTLINE:
I. Biography as a History of One
   A. Biography as a term
   B. Other traditions of commemoration
II. Biography Basics
   A. Biography Basics
   B. Rules for Biography
III. The Individual Perspective
   A. Biography as Portraiture
   B. Capturing the Individual Persona

TERMS & IDEAS
Bios – Life; Graphein – To Write
Thomas Fuller, History of the Worthies of England (1662)
John Dryden (1683)
Oral Traditions; Inscriptions; Life Chronicles
Catherine Parke: Five Categories:
   Popular Biographies
   Historical Biographies
   Literary Biographies
   Reference Biographies
   Fictional Biographies
Autobiography
Memoir
Hermione Lee: Ten Rules:
   1. The story should be true
   2. The story should cover the whole life
   3. Nothing should be omitted or concealed
   4. All sources used should be identified
   5. The biographer should know the subject
   6. The biographer should be objective
   7. Biography is a form of history
   8. Biography is an investigation of identity
   9. The story should have some value for the reader
   10. There are no rules for biography
Theory of the Great Man
Individual Persona

Plutarch (c. 46 CE-120 CE)
Biography as Portraiture - What can we observe?

When he first sat for Stuart, President George Washington was sixty-three years old and near the end of his second term of office. Stuart subscribed to prevailing theories about physiognomy, which held that a study of the outward body could reveal a person’s inner qualities. It took all of Stuart’s colloquial powers to engage Washington in conversation so his face would move and Stuart could fathom the president’s character, or personality. His portraits of Washington were a success from the start. These are two distinct portraits from life: the so-called Vaughan (as here, showing the right side of Washington's face; and the Lansdowne (full length). Stuart painted at least 100 versions of the different compositions, most of them based on the Athenaeum portrait.

Artist: Gilbert Stuart (American, North Kingston, Rhode Island 1755–1828 Boston, Massachusetts).

Questions:
1. What can we observe by viewing these portraits about the painting subject?

2. What can we describe about George Washington's personal history and character by looking at aspects of these paintings - color, setting, clothing, gestures, etc?
Biography: The History of One  
A Global Survey of Biography (I)

Lecture Outline:
I. Contexts for Life Identity  
   A. Socialization and Self-Image  
   B. The Individual Spirit  
II. Transitions from Oral to Written Biography  
   A. Sagas to Tomb Art  
   B. Classical Greek Biographies  
   C. Classical Roman Biographies  
   D. Millennial Era: Chinese and Christian Biographies  
III. Late Antiquity through The Middle Ages  
   A. Hagiography  
   B. The Life of St. Katherine  
IV. The Role of History and Culture on Self-Image

Terms & Ideas

Socialization and identity
Snell and Gail Putney: The Adjusted American  
Life Cycle  
Personality  
Commemorative Inscriptions  
Cuneiform  
Epic of Gilgamesh  
Heroic character  
Theophrastus, Characters  
Verbal portraiture  
Xenophon, Memorabilia  
Socrates  
Plato, Dialogues  
Tacitus, Life of Agricola  
Suetonius, Lives of the Caesars  
Caligula  
Plutarch, Lives of the Noble Greeks and Romans  
Sima Qian, Records of the Grand Historian  
The Assassin, Jing Ke  
Dynastic Cycle  
The Gospels  
Hagiography  
Saint Katherine  
External and Internal Identities

Three Self Needs and the Group
   • The need for an accurate and acceptable self-image.  
   How do we conceive of our own personality, values, and behavior?
   • The need to verify this self-image and expand the self through Association.  
   What groups do we associate with in our life?  
   How do their norms impact us?
   • The need to verify the self-image and expand the self through Action.  
   What kind of activities do we perform as individuals and group members?
Cave Paintings, Tombs, Arts, Artifacts

Clay tablet from Sumeria - Epic of Gilgamesh

Below: The Beheading of St. Katherine Chapel of Saints Claire and Katherine, Barcelona Cathedral

Chinese Historian: Sima Qian
Records of the Grand Historian

Below: Caligula Coins and quote
LECTURE OUTLINE:
I. Plutarch: Living in Two Worlds
   A. The Life and Times of Plutarch
   B. Founding a Discipline: Parallel Lives
II. Greece and the Birth of Discourse
   A. Origins and Early Development of Rhetoric
   B. The Rhetoric of Aristotle
III. The Rhetoric of Rome
   A. Cicero the Master Orator
IV. The Importance of Classical Rhetoric

TERMS & IDEAS
Plutarch (46-129 CE)
Lives of the Noble Greeks and Romans (Parallel Lives)
Theseus and Romulus
Lycurgus and Numa
Historian and Political Scientist
Rhetoric is the art of discourse
logos
Greek chorus
Corax (476 B.C.)
doctrine of general probability
Sophists
Protagoraras (481-411 B.C.)
Father of debate
"Man is the measure of all things"
Isocrates (436-338 B.C.)
Aristotle (394-322 B.C.)
Ethos, pathos, logos
Ho Chi Minh, Franklin D. Roosevelt, Hercule Poirot
forensic/deliberative/epideictic
clarity & appropriateness
proem/statement of facts/proofs/epilogue
Marcus Tullius Cicero (106-43 B.C.)
invention/arrangement/style/memory/delivery
De Inventione
orator & the state
Quintilian, Rhetorica ad Herennium
"vir bonus dicendi peritus"
Levine) Twelve elements of life cycle and common factors of analysis in Plutarch, *Parallel Lives*

1. Initiative: What compelled person to lead is a key question
2. Intentions: Need to be virtuous and unselfish
3. Civic Career: Balance between being too gentle and too harsh
4. Rise to Power: Family background, education, class status, first successes
5. Treatment of Conquered people: Clement and gracious
6. Leader compared with Contemporary Society: The more unvirtuous the society the more latitude one has in their behavior
7. Personal Roles in Military and Civic Rule: Sobriety, incorruptible, disciplined, rigorous, take care of traditional rites and portents
8. State role: Change should be slow and well accepted, not forced
9. Virtue: Modest and gentle; pride in public appearances
10. Military Performance: Without subterfuge, Number of victories important, skill of opponents as well as quality of one's own forces
11. Household: Attention to education, fidelity, should be generous with wealth; should not be lascivious
12. Retirement-Death: Should maintain integrity and prestige in years of decline; preferably be an elder statesman; Best death is in battle; To be buried with honors by enemies is preferable

Lionel Royer, "Vercingetorix throws down his arms at the feet of Julius Ceaser" (1898). The painting depicts the surrender of the Gallic chieftain after the Battle of Alesia (52 B)
Lecture Outline:

I. The Renaissance and Biography
   (A) Flowering of the Renaissance
   (B) Life Cycle, Individuality, and the Group

II. Biography Emerges
   (A) Biography Expands in Theory & Contracts in Format
   (B) Turning point: Samuel Johnson as Writer and Subject
   (C) Rousseau and Autobiography

III. Modern Biographical Development
   (A) Biography, Ideology, and Historical Change
   (B) Biography Comes of Age

Terms & Ideas

William Shakespeare (1564-1616)
Hamlet, Richard II, Henry V, Falstaff
Seven Stages of Man (All the World's a Stage)
Confucian Analects
Individuality and the Group
Christian Gospels, Platonic Dialogues, Buddhist Sutras
classical tradition
Plutarch's Lives of the Noble Grecians & Romans
Thomas Fuller, Histories of the Worthies of England (1662)
John Dryden (1683)
Samuel Johnson (1709-1784)
lexicographer
Panegyric
James Boswell, Life of Samuel Johnson, (1791)
Rousseau's Autobiography (1769)
Victorian Age (mid-19th century)
Lytton Strachey, Eminent Victorians (1918)
Cardinal Manning, Florence Nightingale
Dictionary of National Biography (1885)
Sigmund Freud, Erik Erikson
Postcolonial/Deconstruction
Memoir/Autobiography
Everything/Everyone
"All the World's a Stage" from Shakespeare's *As You Like It*

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.
Lecture Outline:

I. Group Biography
   A. Individuals and Groups
   B. Genealogy, Prosopography, and Collective Biographies

II. Discerning Patterns in Group Biography
   A. Narrative, Theory and the Group
   B. Visualization in Time and Space

Terms & Ideas

voluntary & involuntary groups
social institutions
genealogy
family history
Family History Library
Prosopography
Leon Edel, Bloomsbury: A House of Lions (1979)
Virginia Wolfe, Lytton Strachey, John Maynard Keynes
Dictionaries & Encyclopedias
Dictionary of National Biography (1885 -)
Dictionary of American Biography (1928 -)
Who’s Who in America
Philippe Aries, Centuries of Childhood (1962)
Peter Lowenberg, “The Psychohistorical Origins of the Nazi Youth Cohort”
Marilyn Levine, Chinese Biographical Database (1998-2006)
Electronic Cultural Atlas Initiative
GENEALOGY: Record types & Resources

List of record types
Records that are used in genealogy research include:

Vital records
  Birth records
  Death records
  Marriage and divorce records
Adoption records
Biographies and biographical profiles
Census records
Religious records
  Baptism or christening
  Brit milah or Baby naming certificates
  Confirmation
  Bar or bat mitzvah
  Marriage
  Funeral or death
  Membership
City directories and telephone directories
Coroner’s reports
Court records
  Criminal records
  Civil records
Diaries, personal letters and family Bibles
Emigration, immigration and naturalization records
Hereditary & lineage organization records, e.g. Daughters of the American Revolution records
Land and property records, deeds
Medical records
Military and conscription records
Newspaper articles
Obituaries
Occupational records
Oral histories
Passports
Photographs
Poorhouse, workhouse, and asylum records
School and alumni association records
Ship passenger lists
Social Security (within the US) and pension records
Tax records
Tombstones, cemetery records, funeral home records
Voter registration records
Wills and probate records

Genealogy Resources:
National Archives: https://www.archives.gov/research/alic/reference/genealogy.html
A selection of links for how to do genealogical research, genealogy resources around the world, and searchable databases.
Family History Library (Salt Lake City): https://familysearch.org/locations/saltlakecity-library
LECTURE OUTLINE:
I. Political Science and Political Biography
   A). Political Science the Discipline
   B). Political Science and Political Biography
II. Political Science Theories of Leadership
   A). Glenn Paige, Social Science and Political Leadership
   B). James MacGregor Burns and Moral Aspirations in Leadership Theory
III. Presidential Character and Political Biography
   A). James David Barber: The Pattern of Character, World View, and Style
IV. Political Leadership and the Future of Democracy

TERMS & IDEAS
Political Science Approaches: Philosophical, Institutional & Behavioral
Leon Edinger, “Political Science and Political Biography” (1964)
Political Biography Leadership Definitions:
   Positional-Ascription, Behavioral-Descriptive, Cognitive-Attitudinal
Glenn Paige. The Scientific Study of Political Leadership (1977)
Leadership Definition: Personality, Role, Organization, Task, Values, Setting
James MacGregor Burns, Leadership. (1978)
Transformational and Transactional Leadership
Style, Character, World View
Presidential Leadership Style in Political roles: Rhetoric, Personal Relations, and Homework
First Independent Political Success
Prediction: Active-Positive, Active-Negative, Passive-Positive, Passive-Negative
Herbert Hoover
Leadership Challenges: Corruption, Inequality, Sectarian Violence, Continued Population Growth,
Destruction & Over-Utilization of Earth’s Resources, Death of Civility And Decency, Role of Citizens.

Fields of Inquiry for Political Science
   -Political Theory
   -Political Behavior and Public Opinion
   -Parties and Interest Groups
   -The Legislative Process
   -Public Administration
   -Public Law
   -Comparative Government and Politics
   -International Relations

The relations of most leaders and followers are transactional—leaders approach followers with an eye for enhancing one thing for another: jobs for votes, or subsidies for campaign contributions. Such transactions comprise the bulk of relationships among leaders and followers, especially in groups, legislatures, and parties. Transforming leadership, while more complex is more potent. The transforming leader recognizes and exploits an existing need for a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents.

- **Personality**—Personality is taken to be the aggregate characteristics that define a unique human individual. Included are biological, physiological, and psychological factors. Where more than a single leader is involved we may speak of shared personality characteristics. Personality is viewed as subject to change from birth to death and as the product of past learning, present influences, and future expectations.

- **Role**—Definitions range from the sweeping formulation of Linton ("the sum total of culture patterns associated with a particular status") through the expectation-based measure of Gross ("a set of expectations applied to the incumbent position"), to the more limited conception of Banton ("sets of rights and obligations").

- **Organization**—in the broad sense...social interaction among dyads, small groups, formal organizations, institutions, ad hoc collectivities, horizontal social strata, vertical societal segments, and whole political communities. Under this variable can be considered followers, opponents, and in fact all other members of a society whose behavior influences or is significantly influenced by political leaders, either directly or indirectly.

- **Task**—A task is taken to be a problem to be solved, an occasion for decision, or a discrepancy between actual and desirable states of affairs. Tasks need to be viewed both as perceived by political leaders and as objectively given.

- **Values**—As Alfred G. Meyer succinctly reminded us, "All political action demands choice, which is based on a system of values." Values are taken to be standards that influence choices among, and commitments to, "modes of conduct" and "end-states of existence."

- **Setting**—Political leadership takes place in, is conditioned by, affects, and is affected by its environment. Thus, a major challenge facing political leadership studies is to determine which partial aspects of an environment or which total configurations of environmental characteristics are causally related to political leadership behavior.


AFFECT

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
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<tbody>
<tr>
<td><strong>Active</strong></td>
<td>ADAPTIVE: self-confident; flexible; creates opportunities for action; enjoys the exercise of power, does not take himself too seriously; optimistic; emphasizes the &quot;rational mastery&quot; of his environment; power used as a means to achieve beneficial results.</td>
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<tr>
<td><strong>Passive</strong></td>
<td>COMPLIANT: seek to be loved; easily manipulated; low self-esteem is overcome by ingratiating personality; reacts rather than initiates; superficially optimistic.</td>
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Lecture Outline:

I. The Revolutionary & the Reformer
   A. Historiographical Issues
   B. Ho Chi Minh: The Searcher
   C. Ngo Dinh Diem: The Moralist

II. Visionaries in Power
   A. President Ho Chi Minh and the Democratic Republic of Viet Nam
   B. President Ngo Dinh Diem and the Government of Viet Nam

III. The Power of Moral Leadership

Terms & Ideas

- Pentagon Papers
- l'ecole coloniale (1911)
- paranoia
- Ngo tree
- Uncle Ho
- hagiography
- Ho Chi Minh (1890-1969)
- Nguyen Sinh Cung, Nguyen That Thanh
- Nguyen Ai Quoc
- Hoang Tru, Nghe An
- Kim Lien
- Vinh
- Lycee Quoc Hoc
- Vo Nguyen Giap, Pham Van Dong
- Second Generation and colonial lists
- Latouche-Treville (1911)
- Travel as politicizer
- "Di Mot ngay dang, Hoc mot sang khon"
- Carlton Hotel
- Overseas Workers' Association
- Phan Chu Trinh
- self-determination
- Versailles Conference
- V. I. Lenin, Theses on National and Colonial Questions
- French Communist Party
- Congress of Tours (December, 1920)
- Marxism-Leninism
- Ngo Dinh Diem (1901-1963)
- Court service & Catholicism
- Hue
- Ngo Dinh Kha
- Minister of Rites
- Ngo Dinh Nhu
- Ngo Dinh Luyen
- Social/Political Revolution
- School of Public Administration and Law
- Anti-Communism
- Minister of the Interior (1933)
- autonomy
- Mandate of Heaven
- Personalism
- spiritual evolution
- fascism
- propaganda & agitation
- Communist International
- Land Reform
- reunification
- 1946 Meeting of Ho and Ngo
- Emperor Bao Dai
- Binh Xuyen
- Reconstruction
- Agroville Program
- Strategic Hamlet
- stability
- loyalty/filial piety
TWO SESSIONS OUTLINE:

I. Political Biography and the Documentary
   A). The American Experience: Exemplar Documentary Series

II. The Development of the American Presidency
   A). Democratic Transition: Confederation to the Constitution
   B). The Miller Center for the American President
   C). The American Presidency Project (APP)
   D). US History Overview

III. The United States Republic and the Lens of New Media Biography
   A). Case Study: The Early Republic – Alexander Hamilton
   B). Case Study: Republic at Mid-stride – Abraham Lincoln
LECTURE OUTLINE:

I. Literary Biography: Modern Origins
   A. Samuel Johnson: Creator and Focus of Literary Biography
   B. Lytton Strachey as Literary Biographer
   C. Literary Lives in Contemporary Times

II. World War I, Memory, and Modernity
   A. Causes and Consequences of the First World War
      • Imperialistic Rivalry
      • Balkan Crisis (1908)
      • Alliance Diplomacy:
         Triple Alliance (1882)
         Triple Entente (1907)
      • Growing Arms Race
      • Growing War Mentality & Nationalism
   B. The Emergence of the Modern World
      • Urbanization
      • Social Inequality
      • Economic Inequality
      • Family System Dislocations & Generational Crises
      • Religious Dislocations
      • Material Standards Raised
      • Leisure Time Increased
      • Increased Pace of Change
      • Widespread Communications & Transportation
      • Increased Reliance on Technology

III. Standing at the Menin Gate

TERMS & IDEAS

Samuel Johnson (1709-1784)
* Lives of the Poets – 1777-1781 *
James Boswell, *The Life of Samuel Johnson* (1791)
Lytton Strachey, *Eminent Victorians* (1918)
Peter Nagourney “Basic Assumptions of Literary Biography” (1978)
Leon Edel (1907-1997) biographer of Henry James
Central myth
Richard Ellmann (1918-1987) biographer of James Joyce
Biographical License
Trench Warfare
Mechanized Death
Civilian Death
Bolshevik Revolution (1917)
Rise of Ideology

Literary Biography Resources:

50 Essential Literary Biographies
http://flavorwire.com/500732/50-essential-literary-biographies/2

New York Times Literary Biography Reviews:

Introduction to Modern Literary Critical Theory:
http://www.kristisiegel.com/theory.htm

List of Famous Authors
http://www.famousauthors.org/list

Lists of Biographers

Lists of Writers
Biography: The History of One
Wang Guangqi (王光祈) and the Electronic Frontier:
A Multilinear, Multidimensional Online Project

LECTURE OUTLINE:
I. The Genre of Biography and the Notion of Life History
II. Online Life History: Case Study of Wang Guangqi
III. Toward a Multilinear Life History Genre
IV. Conclusion

Wang Guangqi 王光祈 (1892-1936) – A Timeline

Childhood & Early Schooling (1892-1912)
1892–Born in Wenjiang, Sichuan to family of poor, scholar tradition Grandfather, Wang Zaijian, was a famous poet in Sichuan
1892–Father dies
1900–Went to a Private School and studied Kang Youwei, Liang Qichao
1908–Changes schools to Chengdu High School Academy. Classmates included: Li Jieren, Zhou Taixuan, Wei Sibian, and Zeng Qi
1910–Arranged marriage to Luo Zeqiao. Wang is 18 years old
1911–Luo bears a son, who dies after a few months
1912–Wang graduates from high school at the age of 20
Wife bears another child—a daughter

The Nadir–1913
1913–Wang's Mother and Daughter both die
1914–Takes Exams for Beijing National University–Law School

The Youth Renaissance–(1918-1920)
1918–Initial formation of the Young China Association [YCA] Opened chapters throughout China.
The YCA was one of the few non-regional based youth groups. Held meetings, discussions and debates, and published two national journals First Plenary Session was 7/1/1919
1919–Participated in the New Culture Movement by writing and giving speeches
During the first 2 months of May Fourth Movement, Wang sent fifty dispatches to Chengdu.
1919–Helped to organize and promote several mass movements:
  Formed Mutual Aid Work Study Corps established in several cities with over 120 people
  Established a Women's branch of the Corps
  Formed a Speech Group for Mass Education
  Helped establish the group, "New Sichuan"
1920–Travels with Wu Ruokai

A Chinese Scholar in Berlin (1920-1932)
1920–Leaves in Spring of 1920 for Frankfurt, Germany
1922–Moves to Berlin
1920's–Continues work as essayist
1924–Publishes book on Young China Association (Shaonian zhonqwe)
1927-1932–Enrolled as Music Theory Major in Humboldt-University
1932– Writes a thesis in German on Chinese Opera
1933 Wang writes a biographical sketch that puts his birth date as 1898 (not 1892), does not mention the Young China Association, and highlights his Western language articles and entries in the Encyclopedia Britannica

The Final Years in Bonn (1932-1936)
1932– Begins work at the Far Eastern Institute at the Univ. of Bonn
1935– Wang's European essays and diary are published including 64 articles and 200,000 characters
1936– Wang dies in Bonn at age 44 on January 12
1936– In October, friends pay to ship Wang’s bones back to China
1936– In December three memorials are held in Beijing, Shanghai and Chengdu
Shen Yi, Yu Jiaju, and Fu Sinian discuss Wang's role in the New Culture Movement

Epilogue: Fifty Years Later
1941– Zhou Taixuan has a memorial constructed for Wang Guangqi in Sichuan
1983– In Chengdu a Wang Guangqi Pavilion is constructed in the park
Wang Guangqi Study Societies are formed Wang's music theory essays are republished

Publication List 1919-1936
Books on Music: 1924-1934 17 Total (16 Chinese / 1 German)
Essays on Music: 1923-1935 17 Total (16 Chinese / 1 German)
Other Books: 1924-1929
20 Total (all Chinese)
Other Essays: (1919-1925) 86 total works
Publications About Wang Guangqi=32

Partially about Wang Guangqi 20 works:
13 German 1921-35
1 French 1929
1 Italian 1929
4 Chinese 1921-36
1 English 1929
Source: Wang Guang Qi Musical Theory Study Society

Wang Guangqi - "An Autobiographical Sketch" (Written in Bonn, Germany ca. 1933)
I, Wang Guangqi, was born in Chengdu, Sichuan on August 15, 1898, and am a disciple of Confucian philosophy. In March, 1913, I graduated from Chengdu High School in Chengdu, and after went to the capital city of Beijing. In Beijing, at a nationally recognized school, I studied four years of law and on July 8, 1918 graduated from this school. In June, 1920, working as a correspondent for Shenbao, the oldest and largest newspaper in Shanghai, I headed for Germany. Afterwards, from 1922 onwards, I formally studied musical studies, and further at Berlin I had a private German tutor from whom I studied the small qin and musical theory. On April 28, 1927 I entered as a student at Berlin University and majored in musical studies for 7 semesters. [I studied with four German professors]. In the midst of these studies, my written selections and translations that I published in China reached 30 volumes, of which 14 volumes were for use in musical studies. I have also published in Western language sources, for Sinology Magazine (1927,1928, and 1930) and I wrote some entries for the Encyclopaedia Britannica and the Enciclopedia Italiana. In 1932, I received an appointment as a Chinese instructor at Bonn University, and while at this school have audited three semesters [and studied one German professor].

Conceptual framework of a Chronotope:
1. Based on the Greek roots: chronos (time) topos (place)
2. Chinese time-place genre of chronicles known as nianpu 年谱

For example, Wang Guangqi's Chronotopic Analysis:

- Time
- Place
- Event/Action/Thesis/Theme
- Plots and Character: P-Action, P-Character, P-Thought
- Temporal Issues: Order and Frequency
- Focalization: Who Sees? Who Speaks?
- Resources

Chronotopic References:

Toward a Multilinear Life History Genre

I. Introduction
A. Who Was Wang Guangqi?
B. The New Culture Movement
C. The Dialectic of Tradition & Modernity
D. How Can We Understand Wang Guangqi?
   1. The Practice of Biography—West & East
   2. Towards a Spatial, Multilinear, Life History Genre

II. Wang Guangqi - Life Cycle
A. Family & Childhood
B. Education
C. The New Culture Movement and Young China
D. Sojourn to Germany—Frankfurt
E. Studying in Berlin
F. Working in Bonn
G. Death and Remembrance

III. A Portrait of Wang Guangqi
A. Seeing Wang Guangqi
B. Hearing Wang Guangqi
C. Reading Wang Guangqi

IV. Perceiving Wang Guangqi
A. Letters
B. Eulogies in the 30s
C. Remembrances in the 80s
D. The Richness of Self-Perception
V. Placing Wang Guangqi in Time & Space
A. A Chronotopic Analysis
B. Mapping a Life—A Spatial Analysis
C. The Future of Wang Guangqi

VI. Connections
A. .....With You
B. ..... With His Cohort
C. ..... With His Environment
BIOGRAPHY: THE HISTORY OF ONE
Let the Spectators Become an Entertainment to Themselves

Lecture Outline:
I. Changing Life Narratives and Identities
   A). The Joining of Lives: Modern Marriage
   B). Weddings and the Public Gaze
   C). Challenges of the Future of Marriage
   D). The Departing of Lives: Death Rites and Remembrance

II. Spectators as Entertainment to Themselves
   A). An Alien Treasure Trove to Understand Human Identity
   B). Zen Question: How Real is Reality?

III. Thinking About Who You Are and Biography

Terms & Ideas

Marriage for:
   - Division of labor by sex; Prolonged infant dependency; Sexual Competition
Arranged and unarranged marriages
Exogamy and Endogamy
Monogamy, Polygyny, and Polyandry
Best Wedding Shows on TV (Ranker)
Death Rites
Smilebox Templates
Memory Vision TV
Jean-Jacques Rousseau
Reality TV

Plant a stake crowned with flowers in the middle of a square; gather the people together there, and you will have a festival. Do better yet; let the spectators become an entertainment to themselves; let them become actors themselves; do it so each sees and loves himself in the others so that all will be better united.

- Jean Jacques Rousseau
II. Portfolio Weekly Assignments
From Syllabus:
Portfolio Assignment and Format

The Portfolio will be kept throughout the term and turned on dates assigned in the syllabus. The portfolio will consist of three weekly parts:

Part I - Answer at least two of the Portfolio Study Guide questions that are based on the readings and lectures. Restate the questions you select at the top of each discussion. Remember to link your answer to content in the reading material.

Part II - Prepare ahead of time at least two discussion questions for each class session which has a reading assignment. Each question should link a point raised in the reading to the issues of historiography. After you have used your questions in the class discussion, rewrite your question. Both the original questions and the rewritten questions should be in the Portfolio.

Part III - Include your own reflections in journal entries for each class session of the course. In these reflections your journal should have the following scope:
(1) The assigned reading
(2) The actual discussion
(3) Experiences in the workshops
You should respond to the intellectual content of others and make your own observations in this journal segment. Issues might include the validity of the approach discussed, the nature of the writing of history, the logic or illogic of points raised in reading or discussions. You should have at least two journal entries per week, but may have more.

4). Enhancing the Experience. You also can use supplementary sources in your portfolio to engage more deeply with the course content. You can include photos, other materials such as documents, articles, Web resources, and other media.

5. Your portfolio should be in a report binder, and always include the previous work and previous comments throughout the quarter when you turn your portfolio in to be graded.

6. Grading Criteria for Portfolios:

I. Answers to Questions on Readings
   (a.) Development of Answers
      -Questions restated
      -Linking Answer to the Question asked
      -Clarity of expression
      -General Development
   (b) Answer Content
      -Relates to Reading
      -Scope
      -Depth

II. Questions
   a.) Question Design
      -Clarity of expression
      -Clarity of origin
      -General Development
   b) Question Content
      -Relates to the Reading
      -Scope
      -Depth
   c) Question Revision
      -Original question restated
      -Responsiveness to the Discussion
      -Reflectiveness

II. Study Guide Questions & Journal Entries
   a). Organization
      -Main Idea
      -Transitions
   b). Content
      -Relates to class discussion
      -Relates to reading
      -Raises problem(s)/issue(s)
      -Discusses with evidence
      -Discusses with examples
      -Depth
      -Scope
   c). Critical Thinking
Portfolio Questions

Week One: The Discipline of Biography: An Overview
Week # 1 only has one question - please write at least 300 words:
1. Compose: a). A synopsis of your life history, what is your background and where are you in your life plans? b). An alternative synopsis if you could choose any life history and personal destiny you wanted. This can include inventing family, economic background, education, gender, and general trajectory, etc. You cannot select to be a famous figure in the alternative identity.

Week Two: The Development of Biographical Forms
1. Select an example from week two lecture biographical figures and discuss how that individual reflected their socialization and identity. How did their leadership develop in relation to the society around them? Did they lead or behave beyond the norms of accepted behavior?
2. Select a leader you admire and discuss them in terms of at least three of the twelve elements of life cycle and common factors of analysis in Plutarch, Parallel Lives.
3. Clearly, rhetoric (the art of discourse) played an important role in classical Western Civilization. In Greek times Aristotle stressed clarity and appropriateness, purity, dignity rhythm and meter and logical organization. In later Roman times, Quintilian stressed the good man speaking well, but his principles also allowed for telling lies to persuade. What is the importance of oral persuasion in Western Society in modern times compared to classical traditions? How has social media impacted the art of persuasion in today's world. Please give example(s).

Week Three: The Development of Biographical Forms Continued
1. According to Nigel Hamilton how has the task of biography changed with the times? Is the goal of biography still "application to life?" What are some of the norms of biographical research and writing that have changed?
2. What are the realities and risks of writing about a biographical figure you do not like?
3. Discuss the five main strands that Nigel Hamilton writes are important to designing a life in a biography.
4. Discuss Shakespeare's Seven Ages of Man in "All the World's a Stage" and apply them to a family member or friend of yours.

Week Four: Collective Biographies
1. Discussing chapter 8 on Childhood and Youth (Hamilton) and Lowenberg's essay on the Nazi Youth Cohort what kind of biographical issues are raised by focusing on developments in the youth of a biographical figure? Loewenberg's essay is in the Supplementary Course Materials.
2. In Schiff's Reading Group Guide at the end of the book, she asks several discussion questions. Select one from Questions 1-6.
3. What are some of the reasons for preserving family histories? Why are people interested in their long-term roots? Have you had interests in creating records for your family and friends such as genealogy, family stories, scrapbooking, videos or other pathways? What kinds of preservation and storytelling have you been involved in and why is this important to you?

4. What are some of the uses of spatial visualization and databases for biography as seen in the following linked projects?  
   Electronic Cultural Atlas Initiative  
   Chinese Biographical Database Links:  
   CBD Report (First 6 months)  
   CBD Database Tables  
   CBD Presentation (Paris)

**Week Five: Genre Focus: Political Biography**

1. In Schiff’s Reading Group Guide at the end of the book, she asks several discussion questions. Select one from Questions 7-12.

2. Select one of the leadership theories of Paige, Burns, or Barber and discuss how that theory applies to a political leader of your choice.

3. As seen in the Ho Chi Minh and Ngo Dinh Diem lecture, the study of leadership often is influenced by questions journalists ask. What would be some questions that political scientists should ask of the leadership of these two individuals? What would be some of the questions that historians should ask?

4. How have things changed and how have they remained the same in terms of political leadership, politics, and national challenges in the United States and the World?

5. What ways can we re-create the optimism and harmony that has existed in pockets of US History and Politics? What ways can we avoid the negativity and disharmony that has existed in pockets of US History and Politics?

**Week Six: Genre Focus: Literary Biography**

Because of the Group Activity there are no Portfolio Questions this week. **PLEASE DO WRITE UP** your weekly reflection. Remember the Second Portfolio is due at the end of this week.

**Weeks Seven & Eight: Reading Autobiography: Interpreting Life Narratives**

These two weeks will be spent in daily discussions of the book by Sidonie Smith and Julia Watson on Autobiography, ending with the selection by each group of a group activity related to autobiography. **You do not have to** answer a pre-determined question or write a reflection on this portfolio segment. **During these two weeks please do the following for EACH CHAPTER DISCUSSION:**

1. Look up the definitions and write them down for 2-3 words that you do not know or would like to know more deeply.

2. What is the main theme of the chapter, in your view? Please mention an example from the reading to support your idea? **Each theme discussion should be at least 100 words.**

3. Create a question for the chapter to ask in the group discussion.