

Prof. Hostetler
Office Hours:
M&W 11-12 and by apt.
UH 1008
email: hostetle@uic.edu

TA: Ismael Biyashev
Office Hours:
T 12-1, F 12-2
UH 1002
email: ibiyas2@uic.edu

History/Global Asian Studies 271
Late Imperial China 1500-1911

Fall Semester 2017

(call numbers: History lecture 41206; GLAS lecture 40081)

This course on Chinese history from c. 1500-1911 is designed for students who have an interest in China, but who do not have much, if any, previous background knowledge on the subject. Those who have studied Chinese history or language, have had personal experience in China or are of Chinese background are, of course, also welcome.

Content:

We will look at the social, cultural, intellectual, political, and economic history of the late imperial, or early modern, period, which encompassed the Ming (1368-1644) and Qing (1636-1911) dynasties. During this period the population of imperial China tripled, and the territory it controlled doubled through a multi-faceted process of imperial expansion and consolidation. These events created an important legacy for the People's Republic of China today (founded 1949). We will also consider how the Ming and the Qing dynasties interacted with other parts of the world at various times, how these interactions affected the course of China's history, and how the history of this period contributed to shaping modern China.

Course Goals:

HIST/GLAS 271 is designed to familiarize student with the events, actors, and issues central to the history of China from c. 1500-1911. Methodologically the course focuses on acquisition of knowledge through skill building: critical listening, note taking, analytical reading, oral communication, and writing--including the development of a thesis, use of evidence in supporting a scholarly argument, proper documentation, and revision.

Skill Building:

1) To work with students at becoming better readers:

In a workshop environment we will work on a close reading and analysis of both secondary and primary materials, engaging the material and each other in conversation. Students will identify issues, flashpoints, and themes in the readings, and strive to understand how both historical actors and scholars have attempted to make sense of both the world around them and of the past.

2) To work with students on posing and grappling with historical questions:

What kinds of questions can we bring to the documents we encounter to help us better understand not only the explicit content, but also the goals and viewpoints of their authors? How does the historical context in which documents were written leave its mark? Does the author play on the reader's emotions? Appeal to his/her reason? Incite his or her prejudices? Take an objective stance? (Is an objective stance actually possible?) How do our present circumstances shape the way we understand the past?

3) To work with students at becoming more effective writers:

According to Patricia Hampl, "A careful first draft is a failed first draft." A first draft provides an opportunity to brainstorm, to explore ideas and get them down on paper. Freedom from the inner censor is essential to a productive first draft and to finding one's voice. But we cannot expect our first drafts to serve as final drafts. A final draft needs to be polished, to be honed. Some ideas from an early draft may not stand up to scrutiny and need be tossed out, others refined. The language needs to communicate our ideas effectively and efficiently. Through regular in-class writing and one-on-one feedback from instructors, as well as work-shopping student writing (always focusing on the positive), we will work together at addressing such questions as: How can I choose language that draws a reader in? How can I achieve maximum clarity? How can I avoid turning a reader off? What constitutes an effective paragraph? How does one create an effective argument?

4) Revision:

Students are encouraged to revise and resubmit their longer papers based on their instructors' suggestions. Grades will be assigned both for the initial paper, and for the revision. (If students choose not to revise, the initial grade will also count as the grade for the revision.)

5) Office Hours:

Take advantage of the opportunity to meet with your Professor or TA outside of class time. Visiting during office hours allows you to ask questions about course content, discuss ideas for your papers in advance of the due date, and to build a relationship with your instructor that can form the basis for requesting letters of recommendation in the future. One-on-one meetings are also highly recommended—and will sometimes be required—as you work on revisions to your papers.

Course Requirements

Class time will be balanced between discussion of readings in small groups, in-class writing assignments, full class discussions, and lectures. During the first six weeks, while reading Timothy Brook's monograph on the Ming dynasty, we will largely follow a workshop format designed to help students develop skills in close reading, questioning, analysis, and writing—all of which are essential to the practice of history. From the seventh week on the class will combine lectures with the established workshop format, and the readings will primarily be assigned from

Jonathan Spence's textbook, *The Search for Modern China*, as paired with relatively short selections of primary sources. Throughout the semester Friday sections allow students to meet in smaller groups to review content covered earlier in the week, workshop their writing, make timelines, map concepts, and develop effective study habits. Please note that regular attendance and participation is expected at all class meetings and that records will be kept. If you are ill, or need to miss class for another reason, please email the instructor in advance.

In addition to regular in-class writing assignments (to be turned in via Blackboard at the end of the class or at the latest by midnight the following day), the course also requires two written essays of 3-5 pages (typewritten, double-spaced). For each paper you may choose from three options, each one a different topic and with a different due date. (See under PAPER TOPICS below beginning on p. 7 for details). Please make your selection known to the TA by the third week of class on the sign up sheet he will provide. Due dates are staggered in order to allow the instructors more time to provide feedback on each paper. Topics are varied to allow you the select the topic of greatest interest to you. (In selecting your topic/due date you might also consider when projects in other classes are due). For more details listen up in class *and* see the "Writing Guidelines" handout available on the Blackboard site. **Late work will not be accepted except by prior arrangement** with the instructor. Revisions of the papers will be encouraged. The final grade will be an average of the initial and revised paper grades.

Grading is based on:

In-class work and participation:	30%
1st paper:	10%
Rewrite of first paper:	10%
2 nd paper:	10%
Rewrite of second paper:	10%
Final exam:	30%

Students who miss more than six classes should expect to drop a letter grade.

As a courtesy to your classmates, as well as to the instructors, I ask you to be on time, to turn off cell phone ringers before class, and not to chew gum or wear heavy perfume or cologne in class. Computer use during class is strictly limited to content for this class. All readings are to be completed on the day for which they are assigned. Please bring your book to class with you, as well as access to any online materials on Blackboard (computer or printouts of shorter readings) for use during class.

Academic Integrity: Plagiarism or cheating of any kind will not be tolerated. For details on what plagiarism is, and how to avoid committing it inadvertently, please see the handout entitled "Writing Guidelines" posted on the Blackboard site. Students who commit plagiarism or cheat in other ways can expect the Office of Student Judicial

Affairs to be notified. Consequences may include failing the course, having the offense permanently on one's student record, and/or expulsion from the university.

Required Books:

Brook, Timothy. *The Confusions of Pleasure: Commerce and Culture in Ming China*. Berkeley: University of California Press, 1998.

Spence, Jonathan D. *The Search for Modern China*. New York: W.W. Norton and Company, 1999 (second edition).

Additional shorter reading selections as posted on Blackboard.

Schedule of Weekly Assignments:

Week 1

August 28 Course introduction, expectations, requirements, objectives.
Aug 30 **Read: Brook, Preface (xv-xviii), and Introduction (1-13)**
Discussion of Readings
Sept 1 Discussion sections meet (in ETMSW 2435)
Basic Tenets of Confucianism

Week 2

Sept 4 Labor Day. No Class.
Sept. 6 **Read: Brook, 17-56; Ebrey, 190-195 (on BB).**
Discussion of Readings:
Glimpses of Ming China; Ideology and Infrastructure
Sept. 8 Discussion sections meet

Week 3

Sept. 11 **Read: Brook, 56-65; Ebrey 198-206.**
Discussion of Readings: Texts and Literacy
13 **Read: Brook, 66-85; Ebrey, 206-209 "Local Society"**
Discussion of Readings: Economy and Exchange
15 Discussion sections meet

Week 4

18 **Read: Brook "Spring: the Middle Century," 86-124; Ebrey, 208-212**
Discussion of Readings:
Responding to a Changing Economy & China in the World
20 **Read: Brook, "Commerce and Culture," 124-152**
Discussion of Readings: Status vs. Wealth
22 Discussion sections meet

Week 5

- 25 **Read: Brook, 153-190, “Summer: The Last Century, 1550-1644”**
Wealth and Travel; Ebrey, 217-19, “The Kilns at Jingdezhen”
- 27 **Read: Brook: 190-237; Moral vs. Monetary Values, or, Defining**
Decadence
- 29 Discussion sections meet
PAPER OPTION 1-A DUE TODAY (Remember, you need to choose to
write on only one of the three Paper One options, A, B, or C.)

Week 6

- Oct. 2 **Read: Brook, “Fall: The Lord of Silver,” 238-262; Ebrey, 212-216,**
Spence, 7-25, “Chapter One”
Discussion of Readings:
Fall of the Ming: Factionalism, Philosophy, & Economic Entanglements.
- 4 FILM
- 6 Discussion section
PAPER OPTION 1-B DUE TODAY

Week 7

- Oct. 9 **Read: Spence, Chapter 2, “The Manchu Conquest;” And, (on BB) “A**
Letter from Wu Sangui to Dorgon...” and “Dorgon’s Reply...”
Establishing the Qing Dynasty
- 11 **Read/Explore: <http://www.asianart.org/regular/ricci-map>.** Go to
“Explore the Ricci Map” and have fun with it. Look at the map and read
some of the entries. What do you notice?
The Jesuits in China
- 13 Discussion section
PAPER OPTION 1-C DUE TODAY

Week 8

- Oct. 16 **Read: Spence, Chapter 3, “Kangxi’s Consolidation” (49-73); Selection**
from *Emperor of China: Self-portrait of Kang-hsi* (on Blackboard)
The Kangxi Emperor
- 18 **Read: Spence, Chapter 4, “Yongzheng’s Authority,” (74-95); The**
Sacred Edict (on BB), and Yongzheng’s Edict on Changing the Status
of the Mean People (on BB).
The Yongzheng Emperor
- 20 Discussion Section
PAPER OPTION 2-A DUE TODAY

Week 9

- 23 The Eight Banners and Manchu Identity
25 Creating an Empire, Part 1
27 Film: *A Day on the Grand Canal* (in discussion section)
PAPER OPTION 2-B DUE TODAY

Week 10

- 30 **Read: Spence, Chapter 5, “Chinese Society and the Reign of Qianlong” (96-116).** The Qianlong Emperor
Nov. 1 Lecture: Creating an Empire, Part 2: Representation and Empire
3 Discussion section

Week 11

- 6 **Read selection from Susan Mann’s *Precious Records*, “The Life Course,” (on BB).** Gendered expectations for men and women
8 **Read: Spence, Chapter 6 “China and the Eighteenth-Century World,” (117-137).** The Macartney Mission
10 Discussion Section
PAPER OPTION 2-C DUE TODAY

Week 12

- 13 **Read: Qian Yong on Popular Religion (on BB)**
Popular Religion & Secret Societies
15 **Read: Spence, Chapter 7, “The First Clash with the West” (141-166)**
Opium War
17 Discussion section

Week 13

- 20 **Read: Spence, Chapter 8, “The Crisis Within” (167-191), and excerpt from Spence, *God’s Chinese Son*, (on BB)**
Taiping Rebellion
22 Lecture: 19th Century Missions: Cultural Contact and Conflict
24 **Thanksgiving Holiday. No Class.**

Week 14

- 27 **Read: Spence, Chapter 9, “Restoration Through Reform,” 192-214**
Self-Strengthening Movement
29 **Read: Spence, Chapter 10, “New Tensions in the Late Qing” (215-242)** The Boxer Uprising
Dec. 1 Discussion section

Week 15

4	Read: Spence, Chapter 11, “The End of the Dynasty,” (243-263) The Reform Movement of 1898
6	Sun Yat-sen, Chinese Nationalism, and the Republican Revolution
8	Review

Final Exam: The time and location of the final exam are to be announced.

Paper Topics.

You must write two 3-5 page papers to pass this course.

Select one from Paper Option 1 (A, B, or C), and one from Paper Option 2 (A, B, or C). Due dates are indicated under the Weekly Assignments portion of the syllabus.

PAPER OPTION 1-A:

(Based on Brook, up to p. 152), **What kinds of policy issues did local and provincial officials have to grapple with during the Ming? Choose one specific example to explore in depth in your paper. Why had the issue arisen in the first place? What kinds of solutions were proposed and debated, and what were the pros and cons? In what ways and to what extent was the solution successful? Did it create new problems, and if so what were they?**

PAPER OPTION 1-B:

Based on the third chapter of Timothy Brook’s *Confusions of Pleasure*, “Summer,” what kinds of social and cultural change do we see in the late Ming? Who was threatened by these changes and why? Who benefitted from them? How and why had the changes come about, and how was their genesis understood at the time?

PAPER OPTION 1-C:

What kinds of explanations for the fall of the Ming are articulated by Zhang Tao, by Brook, and by Spence? Are these explanations compatible, or mutually exclusive? Which one(s) do you find most persuasive and why? What can historians learn by exploring reasons people at the time thought were a root cause, even if they seem implausible today?

PAPER OPTION 2-A:

Ethnic Chinese assistance would be essential for Qing governance of China. How did the Manchus persuade former subjects of the Ming to recognize the Qing (1636/44-1911) as the legitimate successor dynasty to the Ming? Enunciate a general principle, and then back it up with specific examples from the reading.

PAPER OPTION 2-B:

Both the Kangxi and Yongzheng emperors made efforts to promote the *Sacred Edict*. What was this document, how and why did they promote it, and what are the core values that it fostered?

PAPER OPTION 2-C:

Analyze a piece of art or an imperial map made under the Qianlong emperor. Explore the connection between art and Qing imperial ideology for your reader. What constituency or audience was the work designed to impress? What constraints did the artist work within, and how did the artist push the boundaries in terms of technique, content, or cultural expectations?